Department of Social Work
University of Lucknow

Master of Social Work
(MSW)

Regulations 2025

(Applicable from July2025)

**Faculty of Arts
University of Lucknow
Lucknow, India
2025**

Master of Social Work (MSW)

Introduction

The Master of Social Work is a professional two year post graduate degree programme spread over in four semesters. The programme aims at to equip students to work as agents of change from grassroots up to policy level through class room teaching and field work practicum. It is a recognized qualification for professional positions in governmental and non-governmental, sectors. This degree prepares a student with knowledge, skills and aptitude required to work as a human resource manager, welfare officer, professional in development sector, rural and urban welfare and development experts, counselor, medical officer in hospitals and similar other positions. Besides providing many opportunities in home country post graduate degree holders in social work are qualified to hold responsible positions in international organizations like UN, UNICEF, ILO, WHO etc. and as social work educator in universities and colleges of social work. The programme is strongly committed to create a diverse learning environment in which respect for dignity and worth of all human beings and understanding of diverse conditions are practiced.

Mission

The mission of the programme is to prepare competent man power capable of working as skilled and educated professionals to solve the problems of people in their day to day living and also to make the people learn to satisfy their unmet needs while ensuring ecological balance.

Vision

Through this programme, to stand in the first row of leading Social Work Institutions in the world which may prepare the professionals to find the permanent solutions of human problems in the fast changing and complex societal conditions in the 21st century.

Programme Objectives

a. Impart education, training and employability in professional social work in order to create qualified personnel and provide manpower in development and allied fields through ethical approach, culture-sensitive, eclectic and evidence-based participatory practice at various levels;

b. To help students develop knowledge, skills, attitudes and values appropriate to the practices of social work profession;

c. To stimulate and encourage integration of theory and practice in the fields of social work profession; and

d. To facilitate and provide interdisciplinary collaboration for better understanding of social issues, social problems, issues of social development and needed services.

Programme Outcomes

a. Able to understand education, training and employability in professional social work in order to create qualified personnel and provide manpower in development and allied fields,

b. Able to develop ethical approach, culture-sensitive, eclectic and evidence-based participatory practice at various levels;

c. Able to imbibe the basic and professional knowledge, skills, attitudes, ethics and values appropriate to the practices of social work profession;

d. Able to develop integration of theory and practice in the various fields of social work profession; and

e. Able to develop and improve skills in interdisciplinary collaboration for better understanding of social issues, social problems, issues of social development and needed services.

Programme Specific Outcomes

Professional social workers address contemporary social issues. concerns and challenges and work in the areas such as - local self-governance, rural development, development of scheduled castes and scheduled tribes, welfare of the persons with disabilities (both mental & physical), women and children, care for the aged, sex and child abuse, correctional administration, public health, drug addiction, poverty and unemployment, slum improvement, conflict-resolution, family & marriage counseling, labour welfare, corporate social responsibility, skilled and digital India and the likes. After successful completion of the Master of Social Work programme, students able to develop holistic approach towards the professional knowledge; skilled, empowered and gain insights with excellence in specific areas and also can get employment both in the public and private sector in the country and abroad an opportunity to be self-employed and starting own NGOs.

Programme Description

- **Degree:** Degree means Post Graduate degree.

- **Title of the Degree:** The title of the degree shall be **'Master of Social Work'** abbreviated as MSW.

- **Duration of the Programme:** Duration of the Master of Social Work course shall be of two academic years spread in four semesters.

The programme shall be consist 80 credits over four semesters in two academic sessions including 13 Core Courses (48 Credits) including Field Work Practicum and Research Based Dissertation, 6 Generic / Open Elective/ MOOC Courses (18 Credits), 4 Ability/ Skills Enhancement/ Value Added/ MOOC Courses (14 Credits).

Pedagogy of the Programme

During the two years Master of Social Work, lecture cum discussion, brain storming, case study analysis and discussion, interactive/facilitated discussions, class instruction, individual & group conferences (students' seminars), visits, non-credit trainings, orientation programme, extension, field based assignments or experience sharing/field instruction/lectures by guest or visiting faculties and practitioners, exposure tours of information technology in teaching-learning process, skill workshops, opportunity to attend seminar and conferences, career guidance, induction/exit/follow-up meeting etc. will constitute the pedagogy of the course. In addition, the Department will organize seminars, workshops, cultural programmes, special lectures etc. for the students to develop professional competencies among them.

Admission Procedure: Admission of the students to the **Master of Social Work** Programme will be done as per University rules.

Eligibility Criteria

Admission to the **Master of Social Work** programme will be open to the applicants having a three years Bachelor Degree in any discipline from this University or from any other statuary recognized University. The eligibility criteria for admission are as follows -

- Any person with minimum 45% marks in the aggregate of graduation examination or its equivalent examination recognized by University of Lucknow in any discipline shall be eligible to apply for this course,
- Candidates belonging to SC/ST and Persons with Disability categories shall be allowed 5% relaxation in the eligibility requirement, and
- Reservation of seats for various categories shall be as per the State Government/University rules and regulations.

Number of Seats

There are One Hundred Four (104) seats in Master of Social Work Programme. Forty Four (44) seats are in Regular Mode and remaining 60 seats are in Self-Financing Programme. Admission to the Programme will be done through merit once the seats to the regular programme are full, candidates to admit to SF Programme. At the time of admission, the top 44 selected merit holder candidates will get admission in regular mode and other will get admission in self-financing mode accordingly.

Fee Structure

The fees structure as decided by the University will be applicable. In the third semester additional 3000/ per student will be charged for field work exposure visit (Study Tour).

Structure of MSW Programme

Semester	Core Course (CC)	Discipline Specific Course (DSE)	Generic/Open Elective Course (GE/OE) / MOOC	Ability Enhancement/ Skills Enhancement / Value Added Course / MOOC	Non-Credit Internship / Extra / Co-Curricular Activities	Total
1st Semester	05	-	--	01	Excellent/ Good / Fair (to be awarded)	06
2nd Semester	05	-	--	01		06
3rd Semester	02	-	04	01		07
4th Semester	01	-	02	01		04
Total	13	-	06	04		23

Credit Structure

Semester	Core Course (CC)	Discipline Specific Course (DSE)	Generic/Open Elective Course (GE/OE) / MOOC	Ability Enhancement/ Skills Enhancement / Value Added Course / MOOC	Non-Credit Internship/ Extra / Co-Curricular Activities	Total
1st Semester	18	-	-	02	Excellent/ Good / Fair (to be awarded)	20
2nd Semester	18	-	-	02		20
3rd Semester	08	-	10	02		20
4th Semester	04	-	08	08		20
Total	48	-	18	14		80

Semester Wise Programme Structure

Semester I

Course	Course Code	Title of the Course	Credits	CIA	Theory	Total
Core Course						
CC 01	SWPCPD	Social Work Profession: Concept, Philosophy and Development	04	30	70	100
CC02	SPFSW	Social and Psychological Foundation of Social Work	04	30	70	100
CC 03	SWIC	Social Work Intervention with Individuals	04	30	70	100
CC 04	SWP	Field Work Practicum (Orientation, Observational Visits of Agency and Rural Camp or Open Community Visit)	04	30	70	100
CC 05	SPPD	Social Policy, Planning and Development	02	30	70	100
VACC	CSRPM	Corporate Social Responsibility and Project Management	02	30	70	100

Semester II

Course	Course Code	Title of the Course	Credits	CIA	Theory	Total
Core Course						
CC 06	SWIG	Social Work Intervention with Groups	04	30	70	100
CC 07	SWIC	Social Work Intervention with Communities	04	30	70	100
CC 08	SWASA	Social Welfare Administration & Social Action	04	30	70	100
CC 09	FWP	Field Work Practicum	04	30	70	100
CC10	NTS	Neoteric Trends and Strategies	02	30	70	100
IDC	PMM	Programme Media and MIL	02	30	70	100

Semester III

Course	Course Code	Title of the Course	Credits	CIA	Theory	Total
Core Course						
CC 11	SWRS	Social Work Research and Statistics	04	30	70	100
CC 12	FWP	Field Work Practicum	04	30	70	100
Elective Course 13 (Select any ONE Specialization)						
EC13A	LWIRTU	Labour Welfare, Industrial Relations and Trade Unionism	04	30	70	100
EC13B	MSWEI	Medical Social Work and Ethical Issues	04	30	70	100
EC13C	SWIFC	Social Work Intervention with Family and Children	04	30	70	100
EC13D	RUTC	Rural, Urban and Tribal Community	04	30	70	100
EC13E	FCSW	Foundation of Correctional Social Work	04	30	70	100
Elective Course 14 (Select any ONE Specialization)						
EC14A	HRM	Human Resource Management	04	30	70	100

EC14B	HDHC	Health, Disease and Health Care	04	30	70	100
EC14C	SWW	Social Work with Women	04	30	70	100
EC14D	PRCD	Perspectives of Rural Community Development	04	30	70	100
EC14E	CJS	Criminal Justice System	04	30	70	100
Elective Course 15 (Select any ONE Specialization)						
EC15A	PSW	Perspectives of Social Work	02	30	70	100
EC15B	TSW	Thoughts of Social Work	02	30	70	100
Internship			02	30	70	100

Semester IV

Course	Course Code	Title of the Course	Credits	Marks		
				CIA	Theory	Total
Core Course						
CC16	FWP	Field Work Practicum	04	30	70	100
Elective Course 17 (Select any ONE Specialization)						
EC17A	OBOD	Organizational Behavior and Organizational Development	04	30	70	100
EC17B	HECI	Health Education, Communication and Information	04	30	70	100
EC17C	SWIY	Social Work Intervention with Youth	04	30	70	100
EC17D	PUPUD	Perspectives on Urban Planning and Urban Development	04	30	70	100
EC17E	PLE	Public Legal Education	04	30	70	100
Elective Course 18 (Select any ONE Specialization)						
EC18A	LWLLSS	Labour Welfare, Labour Legislation and Social Security	04	30	70	100
EC18B	CPH	Community and Public Health	04	30	70	100
EC18C	SWIE	Social Work Intervention with Elderly	04	30	70	100
EC18D	SWITC	Social Work Intervention with Tribal Community	04	30	70	100
EC18E	HRSJ	Human Rights and Social Justice	04	30	70	100
Dissertation			08	50	150	200

Course Details

In the first year i.e. during the first two 1st and 2nd semesters of Master of Social Work Programme, it shall be mandatory for all students to study ten (10) Core Courses including Field Work Practicum and two (2) Value Added (Ability/Skills Enhancement/MOOC) where (05) core courses and (01) (Ability/Skills Enhancement/MOOC) will be in each semester respectively.

In the second year i.e. during the 3rd and 4th semesters of Master of field Work Programme, it shall be mandatory for all students to (03) Core Courses including Field Work Practicum and six (06) Generic /Open Elective Courses and (02) Ability/Skills Enhancement/MOOC. Research based dissertation shall be taught during 4th Semester.

In the second year i.e. during the 3rd and 4th semesters of Master of Social Work Programme, it shall be mandatory for all students to opt Specialization Based Elective Courses.

Field Work Practicum

1. In addition to the theory papers, there shall be Field Work Practicum during each of the four semesters. The contents of Field Work Practicum shall vary from semester to semester, as indicated in the programme structure. Concurrent Field Work Practicum (CFWP) shall be conducted at the social work agency/ organization recognized for such purposes by the training Institution. Concurrent Field Work Practicum shall be conducted during two days (15 clock hours) in a week, for 15 weeks during each semester.

2. During the 3rd and 4th Semesters concurrent field work practicum shall be performed in an agency which is relevant to the Elective Group opted by the student.

3. In the semester III Internal Assessment of 30 marks will be based on the detailed report of the Field exposure visit (study tour) required to be submitted to the Department within 15 days after the study tour and concurrent field work will consist 70 marks.

4. A weekly individual conference of at least 30 minutes per student, related to field work of each student, shall be conducted by the field work teacher/supervisor. In addition, the supervisor may also conduct group conference twice in a month, of students placed under his/her supervision. The student shall be required to maintain a record of such individual and group conferences. Concurrent Field Work shall be evaluated internally by the assigned Field Work Teacher/Supervisor, during each semester.

5. Independent passing in Field Work Practicum is mandatory for passing each Semester. Those who fail in Field Work Practicum shall be required to repeat and pass Field Work Practicum of that particular Semester, before being promoted to the next Semester.

6. It shall be mandatory for each student to appear for an External Viva Voce in Field Work Practicum in each Semester. Such external viva voce shall be conducted by an external examiner who is appointed by Board of Studies of the Department. A student who fails to appear for the external viva voce shall not be eligible to pass the each Semester.

7. Organizing the evaluation of students after completion of their Field Work Practicum of each semester shall be the responsibility of the Department. As far as Field Work Practicum is concerned the field work supervisor has to verify and certify the field work document submitted by the student as per given direction.

8. During each semester, the students should be evaluated using the field work documents and observation and assessment of the Faculty Supervisor, using appropriate evaluation formats. The concerned supervisor is required to certify that the student has completed all the components of the Field Work Practicum.

9. During the each semester, there shall be internal evaluation by Internal Faculty supervisor and External Evaluation and/or viva voce shall be conducted by an external examiner appointed by the Board of Studies of the Department.

10. After the faculty supervisor certifies that the student has completed all the components of the Field Work Practicum, the head of the Department shall certify that the student is fit to appear for viva voce.

11. After the evaluation is over, the marks shall be sent to the University by the head of the Department, as per University norms.

12. The documents related to field work and field work evaluation shall be preserved by the institution for period of minimum one year after completion of the course.

Field Work Practicum activities and assessment marks (both internal and external) shall be awarded keeping in view the following break-up –

Semester	Code	Description	Hours	Assessment Marks		
				Internal	External	Total
1st Semester	FWP CC-04	Orientation Programme	10 days x 7.5 hrs. = 75	10	70	100
		Observational Visits of Agencies (Five)	10 days x 7.5 hrs. = 75	10		
		Open Community Visit/ Skill Laboratory Workshop	10 days x 7.5 hrs. = 75 hrs.	10		
		Total	**225 hrs.**	**30**	**70**	
2nd Semester	FWP CC-09	Agency Based Concurrent Fieldwork	15 week x 15 hrs	30	70	100
		Total	**225 hrs.**	**30**	**70**	
3rd Semester	FWP CC-12	Agency Based Concurrent Fieldwork and Field Exposer Visits	**25 days x 7.5 hrs. = 187.5 hrs. and 5 days x 705 hrs. = 37.5 hrs.**	30	70	100
		Total	**225 hrs.**	**30**	**70**	
4th Semester	FWP CC-16	Agency Based Concurrent Fieldwork	15 week x 15 hrs	30	70	100
		Total	**225 hrs.**	**30**	**70**	

Research Based Dissertation (RBD) -

a. In addition to theory courses and Field Work Practicum, each student shall be required to undertake an independent research work and prepare a dissertation based on primary data, during the 4th Semester. The topic of such research dissertation shall be relevant and shall be finalized only after the Department approves the same.

b. Each student shall be supervised in their research dissertation by faculty member from the Department. No faculty member shall be permitted to supervise more than fifteen (15) MSW students, in their research dissertation, in an academic year. Periodic individual conference, related to research dissertation of each student, shall be conducted by the field work teacher/supervisor. The teacher/supervisor may also conduct group conference, of students placed under his/her supervision.

c. Each student shall be required to take part in Class Room Presentations in the context of research dissertation. Assignments regarding such presentations shall be related to the research methodology and tools of research being developed by the student. The student who fails to take part in such class room presentations shall forfeit the marks earmarked for such activity.

d. Such dissertation shall be based on quantitative or qualitative research methods. However, a mixed-method approach, making use of both quantitative and qualitative data is also permissible. The sample size for quantitative research shall not be less than 50 respondents. Not less than 225 hours shall be spent by the student for such research dissertation. Independent passing in Research Dissertation is mandatory for passing the 4th Semester.

e. It shall be mandatory for each student to appear for an External Viva Voce in Research Dissertation during the 4th Semester. Such external evaluation and viva voce shall be conducted by an external examiner appointed by the Board of Studies of the Department.

Research Dissertation assessment marks (both internal and external) shall be awarded keeping in view the following break-up –

Semester	Code	Basis	Marks	Total Marks
4th Semester	RBD	**Internal**		**200**
		Periodic Individual Conference	15	
		Periodic Group Conference	15	
		Class Room Presentation	20	
		External		
		Dissertation Evaluation	100	
		Dissertation Based Viva Voce	50	

Internship / Block Placement

Internship is mandatory and non-credit one of the important components of Field Work Practicum, wherein after the completion of the required field work, an opportunity is provided to the learner to strengthen his/her skill and knowledge base in his/her area of interest. Internship / Block Placement aims to provide an opportunity to experience day-to-day work in a social work setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. It also enables learners to integrate learning and generate newer learning by participating in the intervention processes over a period of 4 weeks (one month) continuously, in a specific agency. Internship / Block Fieldwork will be provided at the end of 3rd semester, after the end of the examinations of the third semester of the post graduate programme..

The student shall be placed in an agency of their choice, which could be a non-government organization, government organization, social movement, or advocacy group depending upon the students' choice as far as possible, after they complete the 3rd Semester.

A student has to start the Internship / Block Placement on the date specified by the Department in the placement letter. Any unreasonable delay in joining Internship / Block Placement or discontinuation will be treated as misconduct. If a student leaves Internship / Block Placement agency without prior approval of agency and/or Department or if his/her performance is found to be unsatisfactory, then he/she will has to repeat the Internship / Block Placement. The students will have to prepare a report of Internship/Block field work, On the basis of report 30 marks of Continuous Internal Assessment (CIA) will be of field work and 70 marks will conduct Viva-voce as external assessment. On the successful completion of the Internship / Block Placement the students will get an internship completion certificate which issued by the agency.

Schedules for Theory Classes and Field Work Practicum

Per week four days shall be engaged for theory classes and two days for concurrent field work (Field Work Practicum) in all the semesters. Concurrent field work shall be organized on Monday and Tuesday for 1st and 2nd Semesters and Thursday and Friday for 3rd and 4th Semesters. However, these field work days may be changed as per the convenience of the Department i.e. UGC's Centre for Advanced Studies in Social Work, Department of Social Work, University of Lucknow and field work agencies and/or communities. During the theory classes, besides lectures, individual and group conferences (students' seminar) will be held regularly in the Department.

Evaluation Criteria

- The medium of instruction shall be English and/or Hindi and University of Lucknow permits the students to write examination answer books in English or Hindi and no other language subjects.

- Examinations shall be conducted at the completion of all units in each paper of a semester as per the academic/examination calendar notified by the University of Lucknow.

- Each theory paper will be valued for 100 marks, out of which 70 marks will be for end-semester written examinations and 30 marks are for Continuous Internal Assessment (CIA).

- For Continuous Internal Assessment (CIA), the schedule of conduct of written unit test, presentation sessions and/or submission of written assignment will be announced among the students well in advance by each respective faculty member. After completion of internal assessment, the related records including award lists should be submitted in the Department as per University norms.

- For Field Work Practicum 100 per cent attendance shall be compulsory.

For Continuous Internal Assessment (CIA) in each paper, the following method will be followed:

Continuous Internal Assessment (CIA)		
S. No.	**Components**	**Marks**
1.	Written Unit Test	15 marks
2.	Power Point Presentation and Submission of Assignment	10 marks
3.	Attendance*	05 marks
	Total	**30 marks**

* Note: As far as the marks of attendance for internal assessment is concerned, below 75% = 0 marks; From 75% to below 85% = 1 mark; From 80% to below 85% = 2 marks; From 85% to below 90% = 3 marks; From 90% to below 95% = 4 marks; and 95% and above = 5 marks shall be awarded.

Core Course 1: Social Work Profession: Concept, Philosophy and Development

Title of Course	:	Social Work Profession: Concept, History and Development
Core Course	**:**	CC-01
Course Code	**:**	SWCPD
Year	**:**	First
Level	**:**	1st Semester
Course Objectives	**:**	• To understand the fundamentals of social work, concepts related to social work and its professionalism. • To learn the historical development of professional social work in India, UK and USA. • To familiarize with the skills and roles of a professional social worker along with its methods and approaches in various settings.
Course Outcomes	**:**	• Able to know the nature and development of professional social work in India and abroad. • Able to know the principles, values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings. • Able to explore and develop professionalism and the persona of a professional social work practitioner.
Course Content		
Unit 1 1.1 1.2 1.3 1.4	:	**Introduction to Social Work** Social Work and Related Concepts: Social Work, Social Service, Social Welfare, Social Reform, Social Change, Social Development, Social Justice and Human Rights Social Work: Meaning, Definitions, Objectives and Assumptions Social Work: Principles, Values and Philosophy Social Work and its Relation to Other Social Sciences
Unit 2 2.1 2.2 2.3 2.4	:	**Historical Development of Professional Social Work** History of Professional Social Work in UK History of Professional Social Work in USA History of Professional Social Work in India Voluntarism and Gandhian Social Work
Unit 3 3.1 3.2 3.3 3.4	:	**Methods and Approaches to Social Work** Unit of Social Work: Individual, Family, Group, Community and Society Social Work Practice Methods: Direct Methods- Social Casework, Social Group Work, and Community Organization Social Work Practice Methods: Indirect Methods- Social Welfare Administration, Social Work Research, and Social Action Approaches to Social Work Practice: Right Based, Ecological, Integrated and Radical
Unit 4 4.1 4.2 4.3 4.4	:	**Professional Social Work** Profession, Professionalism and Professionalization: Meaning, Definitions and Characteristics Professional Attributes in Social Work Skills for Social Work Professionals Role and Functions of Professional Social Workers

Unit 5	:	**Professional Social Work Practice**
5.1		Social Work Intervention Levels: Micro, Meso and Macro
5.2		Social Work Process: Intake, Assessment, Intervention, Evaluation, Termination and Follow up
5.3		Major Associations of Professional Social Work : National- ASSWI, NAPSWI, ISPSW
5.4		Major Associations of Professional Social Work : International- NASW, BASW, IASSW, IFSW

Core Readings:

- Bhattacharya, S. (2004). Social work: An integrated approach. New Delhi: Deep & Deep Publications

- Brenda Dubois and Kalra. (2002). Social-Work an Empowering Profession, Keogsrud Miley

- Desai, Murli, 2006. Ideologies and social Work: Historical and Contemporary analyses, Rawat Publication, New Delhi

- Diwakar, V. D. (1991) Social Reform Movement in India, Mumbai: Popular Prakashan

- Gold Begg EM (1979). Ends and Means in Social Work, Allen and Unwin, London

- Heun, Linda R., Heun, Richard E. (2001) Developing Skills for Human Interaction, London : Charles E. Merrill Co

- Joyce, Lishman (1994) Communication in Social Work, New York: Palgrave

- Rao, MSA (1979) Social Movements in India, New Delhi : Vol. 1 and 2, Manohar

- Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi : Rawat Publication

- Singh, D. K. and Bhartiya, A.K. (2010). Social Work: Concept and Methods. Lucknow: New Royal Book Company.

- Surendra Singh (Chief Editor) (2012): Encyclopedia of Social work in India. Lucknow: New Royal Book Company.

- Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd

Additional Readings:

- Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur: Raj Publishing House

- Compton, B. R. (1980). Introduction to Social Welfare and Social Work. Illinois: The Dorsey Press.

- O' Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice- A Practical Guide for Professionals, London

- Rameshwari, Devi and Ravi Prakash (2000) Social Work Practice, Jaipur: Mangal Deep Publications

➢ Wadia, A. & Hormasji, N. (1968). History and Philosophy of Social Work in India (2nd ed). Bombay: Allied Publishers.

Core Course 2: Social and Psychological Foundation of Social Work

Title of Course	:	**Social and Psychological Foundation of Social Work**
Core Course	:	CC-02
Course Code	:	SPFSW
Year	:	First
Level	:	1st Semester
Course Objectives	:	• To understand the society in its totality along with its concept and notions. • To develop an insight into human growth and personality development. • To understand the concept of Social Psychology.
Course Outcomes	:	• Able to know about Society, its complexities, different institutions in it and the phenomena's that keep it going. • Able to decipher the different personality traits and develop an understanding towards it. • Able to understand the different theories of personality and develop the skills to apply the required therapy.
Course Content		
Unit 1 1.1 1.2 1.3 1.4	:	**Understanding Sociological Concept** Society, Community, and Social Groups Sociological Concepts: Caste, Class, Social Values, Norms, Culture, and Customs. Major Social Institutions: Family, Marriage and Religion Socialization: Concept, Meaning, Definition, Agencies & Importance
Unit 2 2.1 2.2 2.3 2.4	:	**Basic Notions of Society** Social Process: Concept, Features and Types Social Change: Concept, Theories and Factors Social Deviation: Concept, Causes & Consequences Social Control: Concept, Features and Agencies
Unit 3 3.1 3.2 3.3 3.4	:	**Human Behavior and Personality** Human Behavior: Concept, Determinants and Types Concept of: Stress, Frustration and Conflict, Coping and Defense Mechanism Personality Development: Concept, Definition, Types and Determinants Rumors and Social Affects, Prejudices, Biases and Stereotypes
Unit 4 4.1 4.2 4.3 4.4	:	**Orientation of Social Psychology** Learning and Motivation: Concept and Theories Emotions and Cognitive Development Leadership: Concept and Types Attitude and Perception: Concept and Significance
Unit 5 5.1 5.2 5.3 5.4	:	**Theories and Therapeutic Approaches** Psychoanalytical Theory of Sigmund Freud, Eric Erikson's Theory of Psycho–Social Development Humanistic Theory of Personality: Roger and Maslow Behavioral Theories of Personality: Miller and Bandura Cognitive Theory : Aaron Beck, Albert Ellis

Core Readings:

- Ahuja, H. L. (2016). Macro Economics: Theory and Policy. Agra: S. Chand Publication

- Ahuja, H. L. (2016). Principle of Macro Economics. Agra: S. Chand Publication

- Ahuja, Ram (1997) Social Problem in India Jaipur: Rawat Publishers,

- Ali, A.F. Iman (1992) Social Stratification Among Muslim-Hindu Community, New Delhi : Commonwealth Publishers

- Bhusan, Vidya & Sachdeva, D. R. (2000) An Introduction to Sociology, Allahabad : Kitab Mahal

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- Colman, James C. & Broen William E. (1972) Abnormal Psychology and Modern life, India: D. B. Taraporevala Sons.

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- Gandhi P. Jagadish (1982) Indian Economy – Some Issues, Institute of Social Sciences and Research, Vellore

- Gauba, O. P. (2000). An Introduction to Political Theory. Delhi: Macmillan

- Ghosh and Ghosh (2014). Public Finance. New Delhi: Prentice Hall

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- Hurlock, E.B. : Developmental Psychology, A Life Span Approach (Tata McGraw-Hill, New Delhi, 1977)

- Hurlock, Elizabeth (1976) Personality Development, New Delhi: Tata McGraw Hill Publishing Co. Ltd.

- Jhingon, M. L. (2016). Macro Economics Theory. Delhi: Vrinda Publication.

- Jhingon, M. L. (2016). Micro Economics. Delhi: Vrinda Publication.

- Kapoor, A. C. (2009). Principles of Political Science. Delhi: S. Chand Publication.

- Koutsoyiannis, A., (1978) Modern Micro Economics. Palgrave

- Masgrav and Masgrav. (1989). Public Finance in Theory and Practice. US: McGraw Hill

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- Singh, Yogendra (1997) Social Stratification & Change in India, New Delhi: Manohar Publication

- Srinivas, M.N. (1991) Indian Social Structure. New Delhi: Hindustan Publishing House.

Additional Readings:

- Adinarayan, S. P. (1964) Social Psychology, New Delhi: Allied Publishers Pvt. Ltd.

- Crawford, K. (2004). Social Work and Human Development: Transforming Social Work Practice. Exeter: Learning Matters

- D'souza, Anthony & D'souza, Alfred (1974) Population Growth and Human Development, New

- Delhi : Indian Social Institute

- Flippo, Osella and Katy, Gardner (2003) Contraventions to Indian Sociology, Migration Modernity and Social Transformation in South Asia, New Delhi : Sage Publication

- Gandhi P. Jagadish (1982) Indian Economy – some issues, Institute of Social Sciences and Research, Vellore

- Hall, C.S. and Lindzey, G. : Theories of Personality (Wiley New York,1978)

- Kuppuswamy, B. : Introduction to Social Psychology (Asia Pub. House, Bombay,1961)

- Madan, G.R. 2002 (revised edition) Indian Social Problems, Mumbai : Allied Publishers Pvt. Ltd

- Mahajan, G. (Ed.). (1998). Democracy, Difference and Social Justice. New Delhi: Cambridge University Press.

- Mangal, S.K. (1990) Psychology – An Introduction to Human Behaviour, Sterling Pub.Pvt.Ltd.

- Maslow, A. (1943). A Theory of Human Motivation. New York: Harper & Row Publication

- Morgen and King (1975) General Psychology, New Delhi : Tata McGraw Hill

- Murray H.A.(1938) Exploration in personality. N.Y. Oxford University Press

- Sarrasson & Sarasson (1996) Abnormal Psychology, New Delhi : Prentice Hall

Core Course 3: Social Work Intervention with Individuals

Title of Paper	:	Social Work Intervention with Individuals
Core Course	:	CC-03
Course Code		SW-III
Year	:	First
Level	:	1stSemester
Learner's Objectives	:	• Developing in-depth knowledge of social case work and its application to filed. • Understanding various approaches to social case work. • Developing the social case work skills to be applied in different settings.
Learner's Outcomes		• Able to develop in-depth knowledge of social case work and its application to filed. • Able to understanding various approaches to social case work. • Able to know the social case work skills to be applied in different settings.
Course Content		
Unit 1 1.1 1.2 1.3 1.4	: : : : :	**Understanding Social Casework** Historical Development of Social Casework as a Method of Social Work. Social Casework: Meaning, Definition and Objectives. Social Casework: Assumptions, Values and Scope. Social Casework Concepts: Need, Social Environment, Person in Environment, Social Functioning, Social Role, Adjustment and Adaptation.
Unit 2 2.1 2.2 2.3 2.4	: : : : :	**Principles and Process of Social Casework** Social Casework: Client-Worker Relationship. Social Casework: Generic and Specific Principles Social Casework Components: The Person, The Problem, The Place and The Process.Social Casework Process: Intake, Study, Diagnosis, Treatment, Termination, Evaluation and Follow-up.
Unit 3 3.1 3.2 3.3 3.4	: : : : :	**Therapeutic Approaches to Social Casework** Schools of Social Casework: Diagnostic and Functional. Social Casework Approaches: Psycho-Social, Psycho-Analysis, Problem Solving. Eclectic, Crisis and Family Intervention Approaches to Social Casework. Rational Emotive Therapy and Task Centered Approach in Social Casework.
Unit 4	:	**Tools and Techniques of Social Casework**
4.1 4.2 4.3 4.4	: : : : 	Tools of Social Casework: Use of Self, Use of Authority, Use of relationship, Use of Interaction and Programme Planning and Development. Techniques of Social Casework: Interviewing, Clarification, Reality Perception, Counseling, Ego Strengthening and Insight Development Techniques of Social Casework: Re-assurance, Psychotherapy, Resource Mobilization, Psycho-Drama, Techniques of Social Casework: Environmental Manipulation, Behavior Modification, Communication, Home Visit and Referrals

Unit 5	:	**Skills and Practice of Social Casework**
5.1	:	Skills of Social Casework*:* Introducing, Listening, Speaking, Observation and Expression of Attitude.
5.2	:	Role of Professional Social Caseworker.
5.3	:	Recording and Evaluation in Social Casework: Meaning, Definition, Nature and Types.
5.4	:	Social Casework Intervention with Different Clients/Service Users.

Core Readings:

➢ Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York: Houghton Mifflin Co.

➢ Fisher, J.(1978), Effective Casework Practice: an Eclectic Approach, New York: McGraw Hill

➢ Fuster, J.M. (2005). Personal Counselling*,* Better Yourself Books, Mumbai, Eleventh Edition.

➢ Hamilton, Gordon (2013) The Theory and Practice of Social Case Work, Rawat Publication, New Delhi

➢ Keats, Daphne (2002) Interviewing – A Practical Guide for Students and Professionals, New Delhi: Viva Books Pvt.Ltd

➢ Pearlman, H H. (1957). Social case work: a Problem Solving Process. Chicago: University of Chicago.

➢ Rameshwari Devi, Ravi Prakash (2004) Social Work Methods, Practics and Perspectives (Models of Casework Practice), Vol. II, Ch.3, Jaipur: Mangal Deep Publication

➢ Richmond, Mary (1970) Social Diagnosis, New York: Free Press

➢ Sainsbury, Eric. (1970). Social diagnosis in casework. London: Routledge & Kegan Paul.

➢ Timms, Noel. (1964). Case work: principles and practices. London: Routledge & Kegan Paul.

➢ Upadhayay, R K. (2003). Social Case Work: A therapeutic approach.Jaipur: Rawat Publications

Additional Readings:

➢ Dean, H., & Hepworth, R. H. (2010). Theory and skills in social work. New Delhi: Cengage Learning India Private limited

➢ Francis Joseph Turner (2011) Social work treatment: Interlocking Theoretical Approaches

➢ Garret, A (1949) Interviewing: Principles and Methods, New York, family Service Association of America

➢ Hamilton, G. (1946). Principles of social case recording. New York Columbia: University Press

➢ Kadushin, Alfred. (1990). The Social Work Interview. New York: Columbia University Press.

➢ Keats, Daphne (2002). Interviewing – a practical guide for students and professionals. New Delhi: Viva Books Pvt. Ltd.

➢ Mathew, Grace (1992) An Introduction to Social Case Work, TISS, Mumbai

➢ O' Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice- A Practical Guide for Professionals, London

➢ Schubert, M. (1982), Interviewing in Social Work Practice: an Introduction, CSWE

➢ Shulman, Lawrence. (1993). Interactional supervision. NASW Press.

➢ Thompson, Neil (2006 2nd Ed.) People Skills, New York: Palgrave Macmillan

Core Course 4: Field Work Practicum (Communication Workshop based Field Work Practice)

Title of Paper	:	**Field Work Practicum(Communication Workshop based Field Work Practice)**
Core Course	:	CC-04
Course Code	:	SWP-IV
Year	:	First
Level	:	1st Semester
Learner's Objectives	:	• To understand the importance of Orientation Programme in the field of professional discipline. • To know the importance of Field Work Practicum in the social work profession • Developing the knowledge about the basics of field work and its documentation.
Course Outcomes		• Able to understand the importance of Orientation Programme in the field of professional discipline. • Table to know the importance of Field Work Practicum in the social work profession. • Develop the knowledge about the basics of field work and its documentation.
Course Contents		
		Orientation Programme
		Observational Visits of Agencies (Five)
		Open Community Visit/ Skill Laboratory Workshop

Core Readings:

➢ Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York: Houghton Mifflin Co.

➢ Garrett, Annett (1972) Interviewing – Its Principles and Methods, Family Service Association of America, New York

➢ Madhukar Indira (2000) Guidance and Counselling, New Delhi: Authors Press

➢ Nelson Jones, Richard, (1984) Practical Counselling and Helping Skills, London: Harper and Row

➢ Singh, R. R. (1985). Field Work in Social Work Education. New Delhi: Printway India

➢ Subedar, I. S. (2001), Field Work Trinning in Social Work. New Delhi: Rawat Publication.

➢ Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.

➢ Verma, R.B.S. & Singh, Atul Pratap. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.

➢ Verma, R.B.S. & Singh, Atul Pratap. (2013). Standard Manual for Field Work Practicum in Social Work. Lucknow: New Royal Book Company

Additional Readings:

➢ Delhi School Of Social Work ed. (1957) Field Work Supervision – Report of Seminar, New Delhi: Delhi School of Social Work

➢ Government of India (1987) Encyclopedia in Social Work, New Delhi: Publication Division (Social Welfare Ministry).

Core Course 5: Social Policy, Social Planning and Social Development

Title of Paper	:	**Social Policy, Planning and Development**
Core Course	:	CC-05
Course Code	:	SPPD
Year	:	First
Level	:	1st Semester
Learner's Objectives	:	• Building an insight to social policy and social planning. • Understanding the concept of welfare state and social justice as prime focus of social legislations. • Familiarizing with laws pertaining to vulnerable groups.
Learner's Outcomes		• Able to build an insight to social policy and social planning. • Able to understand the concept of welfare state and social justice as prime focus of social legislations. • Able to familiarize with laws pertaining to vulnerable groups.
Course Content		
Unit 1	:	**Introduction to Social Policy**
1.1	:	Social Policy: Concept, Meaning, Definition, Characteristics and Objectives,
1.2	: :	Determinants, Sources, Principal and Values of Social Policy, Theories and Models
1.3	:	Social Policy Approaches: The Logical Positivist Approach,The Phenomenological Approach, The Participative Approach and Normative Approach
1.4	:	Social Policy and Related Concepts: Public Policy, Economic Policy and Social Welfare Policy
Unit 2	:	**Introduction to Social Planning**
2.1	:	Social Planning: Concept, Meaning, Definition, Objectives, Principles and Scope
2.2	:	Social Planning: Models, Process and Functions
2.3	:	Approaches to Social Planning: Sectoral Planning Approach, Area Development Approach and Integrated Development Approach.
2.4	:	Levels of Social Planning: Micro, Meso and Macro
Unit 3	:	**Understanding Social Planning**
3.1	:	Social Planning Components: Spatial, Economic, Social and Administration
3.2	:	Concept of Planned Development and Central Planning and NITI Ayog.
3.3	:	Contributions of Five Year Plans in Social Planning
3.4	:	Major Pitfalls of Social Planning, Social Planning and Social Change
Unit 4	:	**Introduction to Development**
4.1	:	Development: Concept, Characteristics, Objectives and Types, Elements and Dimensions
4.2	:	Difference Between Development, Growth and Progress
4.3	:	Underdevelopment: Meaning, Concept and Characteristics, Factors and Challenges of Underdevelopment
4.4	:	Role of State, Civil Society and Social Worker in Social Development

Unit 5	:	**Social Development**
5.1	:	Social Development: Models, Strategies and Relation to Social Work
5.2	:	Social Exclusion and Inclusive Development
5.3	:	Social Development: Concept, Meaning, Objectives, Indicators, and MDGs and SDGs
5.4	:	Global Development: Liberalization, Privatization and Globalization

Core Readings:

➢ Adams, Robert (2002), Social Policy for Social Work, Palgraved Mac-Millan, Basingstock

➢ Ahmad Shamshad and Nafees Ansari (2005), "Planning Commission: Fifty Five Years of Planned Development and Social Sector", Indian Journal of Public Administration, Vol LL 03, July-Sept 2005

➢ Antony, M. J., (2000): Social Action through Courts: Landmark Judgments in Public interest Litigation, New Delhi: Indian Social Institute.

➢ Bhartiya, A. K. (2010). Introduction to Social Policy. Lucknow: NRBC

➢ Bhartiya, A. K., and Singh, D. K. (2010). Social Policy in India. Lucknow: NRBC

➢ Biju, M. R (2005) Human Rights in a Developing Society, New Delhi: Mittal Prakashan

➢ Bowring, F. (2000). Social Exclusion: Limitations of the Debate. Critical Social Policy, 20, 307-330

➢ Daly, M. (2006). Social Exclusion as Concept and Policy Template in the European Union. Belfast, UK: Queen's University.

➢ Foster, J. (2000). Social Exclusion, Crime and Drugs. Drugs: Education, Prevention and Policy, 7, 317-330.

➢ Foster, J. (2000). Social exclusion, crime and drugs. Drugs: Education, Prevention and Policy, 7, 317-330.

➢ Gangrade, K. D. Social Legislation in India (Vol-1 & Vol.2), Delhi: Concept Publishing Company.

➢ Gaur, K.D. (2002): Criminal Law, Criminology and Criminal Administration. New Delhi: Deep and Deep Publications.

➢ Hill, M. (2003). Understanding Social Policy. Oxford. Blackwell Publishing

➢ Horsell, C. (2006). Homelessness and Social Exclusion: A Foucauldian perspective for social workers. Australian Social Work, 59, 213-225.

➢ Jacob, K.K. (Ed.) (1992) Social Development Perspectives, Udaipur: Himanshu Publications.

➢ Kabra Kamal Nayan (2004) Development Planning In India: Exploring an Alternative Approach Indian Institute of Public Administration, New Delhi

➢ Kenyon, S. (2003). Understanding social exclusion and social inclusion. Municipal Engineer, 156, 97-104.

➢ Kulkarni, P. D. 1979 Social Policy and Social Development in India, Madras: Association of Schools of Social Working India

➢ Labonte, R. (2004). Social Inclusion/Exclusion: Dancing the Dialectic. Health Promotion International, 19, 115-121

Additional Readings:

➢ Crocker, J., Major, B., & Steele, C. (1998). Social Stigma. InD. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), The hand-book of Social Psychology (Vol. 2, 4th ed., pp. 504-553). Boston, MA: McGraw-Hill.

➢ Crowther, C. (2002). The Politics and Economics of Disciplining an Inclusive and Exclusive Society. Social Policy Review, 14, 199-225

➢ Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co.

➢ Gillies, V. (2005). Meeting Parents Needs? Discourses of "support" and "inclusion" in family policy. Critical Social Policy, 25, 70-90.

➢ Goffman, E. (1963). Stigma: Notes on the management of spoiled identity. Englewood Cliffs, NJ: Prentice Hall.

➢ Jones, E. E., Farina, A., Hastorf, A. H., Markus, H., Miller, D. T., & Scott, R. A. (1984). Social stigma: The psychology of marked relationships. New York, NY: Freeman.

➢ Kort, F. (1986). The politics of ostracism. Ethology and Socio-biology, 7, 367-377.

➢ Koskenniemi, M. (2009). International law as sociology: French "Solidarism" 1871-1950. In M. Koskenniemi (Ed.), The gentle civilizer of nations: The rise and fall of international law 1870–1960 (pp. 266-352). Cambridge, UK: Cambridge University Press.

➢ Mahajan, G. (Ed.). (1998). Democracy, Difference and Social Justice. New Delhi: Cambridge University Press

➢ Midglet James O. (2008), The Handbook of Social Policy, University of California.

➢ Mohanty Manoranjan (Ed) (2004) Class, Caste and Gender, Sage Publication, New Delhi.

➢ Sharma P. N. (1993), Social Planning: Concepts and techniques, Print house, Lucknow

➢ Sharma, Arvind (2005), Reservation and Affirmative Action, Sage Publications, New Delhi.

➢ Shukla, B. M. (1998): Law and Social Welfare. New Delhi: Rawat publications.

➢ Strang, H., & Braithwaite, J. (2001): Restorative Justice and Civil Society. Cambridge University Press.

➢ UNDP (2007/8) Human Development Report-Fighting climate change: Human Solidarity in a Divided World, UNDP, and New York.

VACC : Corporate Social Responsibility and Project Management (Intradepartmental)

Title of Paper	:	**Corporate Social Responsibility and Project Management**
Core Course	:	Value Added Core Course (VACC)
Course Code	:	CSRPM
Year	:	First
Level	:	1st Semester
Learner's Objectives	:	• To understand the concept and theoretical framework CSR. • To know the stakeholder of CSR and the role of social worker. • To gain the clarity on the contemporary issues related Project Management.
Learner's Outcomes		• Able to understand the concept and theoretical framework CSR. • Able to know the stakeholder of CSR and the role of social worker. • Able to develop the clarity and gain knowledge on the contemporary issues related Project Management.
Course Content		
Unit 1 1.1 1.2 1.3 1.4	: : : : :	**Introduction to CSR** History and Evolution of CSR: India and International Context CSR: Concept , Meaning, Definitions, Need and Scope CSR: Components, Key Drivers, Principles and Approaches Models and Theories of CSR
Unit 2 2.1 2.2 2.3 2.4	: : : : :	**CSR Ethics and Policies** Ethical Philosophies, Corporate Behavior, Corporate Reputation Performance Evaluation: Social Accounting, Aspects of Performance, Environmental Audit, Measurement of Performance, Evaluation of Performance CSR Policies: Preparation ,Process of Policy Formulation, Factor Influencing CSR and Globalization Affects CSR Social Impact Assessment, CSR Audit, Role of Civil Society and Role of Social Worker in CSR
Unit 3 3.1 3.2 3.3 3.4	: : : : :	**Basics of Project Management** Meaning, Definition and Need for Project Management and Importance of Project Management Types of Projects: Project Management Knowledge and Areas The Project Life Cycle: Phases of Project Management Life Cycle Project Management Processes Essentials elements of Project Management (Scope,Time,Cost,Quality,Risk)
Unit 4 4.1 4.2 4.3 4.4	: : : : :	**Project Planning** Need of Project Planning, Project Planning Process Project Life Cycle, Impact of Delays in Project Completions Role and Responsibility and Team Work Network Analysis (basics), Project Initiation and evaluation
Unit 5 5.1 5.2 5.3 5.4	: : : : :	**Project Identification and Selection** Generation of Ideas, Sources of New Project Ideas and Screening of Projects Project Identification Process and Sources of Financial Resources Feasibility Studies: Market Feasibility, Financial Feasibility and Technical Feasibility Project Formulation for Entrepreneurship: Social and Corporate

Reference Books:

1. Prasanna Chandra, Projects, Planning, Analysis, Selection, Financing, Implementation and Review, Tata McGraw Hill Pvt. Ltd., New Delhi.

2. K. Nagrajan, Project Management, New Age International Publishers,

3. R. Paneerselvam, P. Senthil Kumar, Project Management, PHI.

4. Vasanth Desai, Project Management, Himalaya Publications.

5. Clifford F. Gray, Erik W. Larson, Project Management, the Managerial Emphasis, Tata Hill.

Title of Paper	:	**Social Work Intervention with Group**		
Core Course	:	CC- 06		
Course Code		**SWIG**		
Year	:	First		
Level	:	2nd Semester		
Learner's Objectives	:	• To familiarizing with basics of Social Group Work, group formation and dynamics. • To understanding the practical base of group work practice in various settings. • To understanding communities; leadership, role and responsibilities of a leader in group work.		
Learner's Outcomes		• Able to familiarizing with basics of Social Group Work, group formation and dynamics. • Able to understanding the practical base of group work practice in various settings. • Able to know communities; leadership, role and responsibilities of a leader in group work.		
Course Content				
Unit 1 **1.1** **1.2** **1.3** **1.4**	: : : : :	**Understanding Group and Social Group Work** Group: Meaning, Definitions, Characteristics, Types and Functions Social Group Work: Meaning, Definition, Objectives and Principles Types of Groups in Social Group Work: Open and Closed, Therapeutic, Task Oriented, Developmental Social Group Work Models: Remedial, Social Goal and Reciprocal		
Unit 2 **2.1** **2.2** **2.3** **2.4**	**:** : : : :	**Approaches, Skills, Process and Group Dynamics** Approaches in Group work: Group Therapy, Gestalt Therapy, and Transactional Analysis. Skills and Techniques for Group Worker Group Work Process and Steps: Forming, Storming, Norming, Performing, Adjourning Group Dynamics: Group Conflict & Confrontation, Group Behavior		
Unit 3 **3.1** **3.2** **3.3** **3.4**	**:** : : : :	**Group Work in Practice** Programme Planning in Group Work: Meaning, Definition, Component, Process. Group Work Recording: Meaning, Objectives, Types, Process and Techniques. Group Work Monitoring and Evaluation: Meaning, Objectives and Methods. Roles and Responsibilities of Group Worker.		
Unit 4 **4.1** **4.2** **4.3** **4.4**	**:** : : : :	**Leadership and Communication in Group Work** Leadership: Concept, Meaning, Definitions, Characteristics and Types Theories of Leadership Leadership in Group Work Communication and Decision Making in Group work.		

Unit 5	:	Social Group Work Intervention
5.1	:	Social Group Work Intervention with Women and Children
5.2	:	Social Group work intervention with Persons with disabilities
5.3	:	Social Group work intervention with Older Person
5.4	:	Social Group work intervention at School Level

Core Readings:

- Daniel, L. (2007). Group Dynamics for Teams. Los Angeles: Sage Publication
- Doel, M. & Sawda, C. (2003). The Essentials of Group Worker. London: Jessica Kingsley Pub
- Garvin Charles D; Gutierrez Lorraine M; Galinsky Maeda J (2007), Handbook of Social Work with Groups, Rawat, New Delhi,
- Gladdings ST, (2008), Groups a Counseling Specialty; Pearson, Merrill Prentice Hall, Ohio (GBU No. 158.35/GLA/12854)
- Hartford M. (1971): Groups in Social Work: New York: Columbus University Press
- Helen, N. & Kurland. R., (2001), Social Work with Groups (3rd ed). New York: Columbia University Press.
- Phillips, H. (1962). Essentials of Social Group Work Skills. New York: Associate Press
- Rameshwari Devi and Ravi Prakash. (2004). Social Work Methods, Perspectives and Practices. Mangal Deep Publications, Jaipur
- Siddiqui, H. Y. (2006): Group Work: Theories and Practice, New Delhi: Rawat
- Toseland, R.W. & Rivas, R., (1984), An Introduction to Group Work Practice. New York: MacMillian
- Trecker, H.B. (1970). Social Group Work-Principles and Practices. New York: Associate Press

Additional Readings:

- Barhard, (1975). The Use of Groups in Social Work Practice. USA: Routlede & Kegan Paul Ltd.
- Coyle, Grace, L. (1947). Group Experience and Democratic Values. New York: The Women's Press
- Douglas, T (1976): Group Process in Social Work – a Theoretical synthesis, New York: John Willy & Sons
- Klein J. (1967). The Study of Groups. London: Routledge and Kegan Paul Ltd
- Konopka, G. (1954). Group Work in Institution. New York: Associate Press

- Konopka, G. (1983) (3rd Ed.). Social Group Work: A Helping Process. New Jerse: Prentice Hall Ryland & Wilson,.(1949). Social Group Work Practice. USA: Houghton Mifflin Co.

Core Course 7: Social Work Intervention with Communities

Title of Paper	:	Social Work Intervention with Community
Core Course	:	CC- 07
Course Code		SWIC
Year	:	First
Level	:	2ndSemester
Learner's Objectives	:	• Developing an insight of community and its dynamics. • Knowing about the practice, tools and techniques applied in community work. • Understanding the essential skills and role of community work with different groups.
Course Outcomes		• Able to understand the notions and dynamics of the community. • Able to know the essential skills and role of community work with different groups. • Develop the skills about the practice, tools and techniques applied in community work.
Course Content		
Unit 1 1.1 1.2 1.3 1.4	: : : : :	**Understanding of Community** Community: Concept, Meaning, Characteristics, and Elements Types of Community: Urban, Rural and Tribal Community Community Dynamics: Caste, Class, Religion, Cooperation and Conflict Community Power Structure: Major Power Structures in Community
Unit 2 2.1 2.2 2.3 2.4	: : : : :	**Practice of Community Organization** Community Organization: Concept, Need, Features and Process Goals and Models of Community Organization Community Organization: Strategies and Principles Approaches to Community Organization: Welfare Approach and Development Approach
Unit 3 3.1 3.2 3.3 3.4	: : : : :	**People's Participation in Community Organization** People's Participation: Concept, Objectives, Principles, Methods, Process and Challenges Roles, Functions and Limitations of Community Worker Various approaches to enlist to people's participation in community organization. Various Tools/Techniques for people's participation: PLA, RRA/PRA, and SARAR
Unit 4 4.1 4.2 4.3 4.4	: : : :	**Working with Community** Basic Steps for community work: Need Identification, Resource Assessment, Action Plan, Mobilization, participation, monitoring and evaluation. Community Work with Women, Marginalized Groups, Weaker and vulnerable Sections, Minorities and Tribes Community Leadership: Formal and Informal Community Development: Concept, Definition and inter-relationship between Community Development and Community Organization.
Unit 5 5.1 5.2	: : :	**Management of Community Conflict** Community Conflict: Meaning, Nature, Severity, Causes and Consequences Role and Continuation of Different Power Groups in Community Conflict and

		Factionalism
5.3	**:**	Conflict Management Process: Steps, Strategies and Approaches
5.4	**:**	Community Organizer's Role for an Empowered Community

Core Readings:

➢ Cox Fred (1987), Community Organization, Michigan: F.E. Peacock Publishers

➢ Gangrade K. D. (1971). Community Organization in India. Bombay: Popular Prakashan

➢ Gangrade, K.D (1971) Community Organization in India, Mumbai: popular Prakashan.

➢ Hardcastle, David A., Stanley Wenocur, & Patricia Powers (1996). Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press

➢ Ledwith, M. (2005). Community Development a Critical Approach. New Delhi: Rawat Publications

➢ Ross, M. G. (1967). Community Organizations: Theory, Principles, and Practice. New York: Harper and Row Publishers

➢ Siddique, H. Y. (1997). Working with Communities – Introduction to community work. New Delhi: Hira Publications

➢ Somesh Kumar (2002) Methods for Community Participation: A Complete Guide for practitioners, New Delhi: Sage Publication (Vistaar)

➢ Yadav C.P. (2007). Encyclopedia of Social Work and Community Organization. New Delhi: Anmol Publications Pvt.

➢ Patil, A. R. (2013). Community Organization and Development. Delhi: PHI

➢ Singh, G. (2013). Samudayeek Sangthan (Hindi). Lucknow: Rapid Book Service.

Additional Readings

➢ B. Clinard. Marshal (1957). Slums and Community Development. New York: The Free Press

➢ Boraian, M. P. (2008). Community development: An Outreach Approach. New Delhi: Anmol Publications

➢ Clarke, Stephen J.G. (2000). Social work as Community Development: a Management Model for Social Change. England: Aldershot

➢ Dunham Arthur (1962) Community Welfare Organization: Principles and Practice, New York : Thomas Crowell

➢ Ramachandran, P. (1996). Towards an Understanding of People's Movements: History from Below. Institute for Community Organization Research

➢ Sanoff, Henry (2000) Community Participation Methods in Design and Planning, London : John Wiley and Sons

➢ Siddiqui, H. Y. (1984). Social work and social action. New Delhi: Harnam Publications.

Core Course 8: Social Welfare Administration and Social Action

Title of Paper	:	Social Welfare Administration and Social Action
Core Course	:	CC-08
Course Code	:	SWSA
Year	:	First
Level	:	2nd Semester
Learner's Objectives	:	• Developing an insight to social welfare administration, its mechanism and social welfare agencies. • Familiarizing with laws related to social welfare administration. • Understanding the concept of social action, social change and social movement.
Learner's Outcomes		• Able to develop an insight to social welfare administration, its mechanism and social welfare agencies. • Able to familiarize with laws related to social welfare administration. • Able to understand the concept of social action, social change and social movement.
Course Content		
Unit 1	:	**Introduction to Social Welfare Administration**
1.1	:	Administration: Concept, Meaning, Definitions, Characteristics and Objectives
1.2	:	Social Welfare Administration: Concept, Meaning, Definition, Objectives and Scope
1.3	:	Principles and Functions of Social Welfare Administration
1.4	:	Mechanism of Social Welfare Administration: Decision Making, Communication, Good Governance
Unit 2	:	**Social Welfare Administration Agencies**
2.1	:	Components of Social Welfare Administration-I: Planning, Organizing, Staffing and Directing
2.2	:	Components of Social Welfare Administration-II: Coordinating, Reporting, Budgeting, Evaluation and Feed Back
2.3	:	Social Welfare Agencies: Concept, Meaning, Definitions and Types
2.4	:	Organizational Structure and Functions of Social Welfare Agencies: Central and State
Unit 3	:	**Laws Related to Social Welfare Administration**
3.1	:	The Registration of Societies Act, 1860
3.2	:	Charitable and Endowments Act, 1890
3.3	:	The Section Eight of Companies Act, 1956
3.4	:	Indian Trust Act, 1882
Unit 4	:	**Understanding Social Action**
4.1	:	Social Action: Concept, Meaning, Definitions, Objectives, Principles, Assumptions, Strategies and Steps, Module of Social Action
4.2	:	Approaches of Social Action: Paulo Freire, Saul Alinskey's, Gandhian Approach, Radical Practice, Critical Awareness
4.3	:	Social Action: Pressure Groups, Networking, Mobilization and Management of People
4.4	:	Social Action as Method of Social Work, Advocacy as Strategy of Social Action.

Unit 5	:	**Introduction to Social Movements**
5.1	:	Social Movement: Genesis, Features, Factors, Type and Stages
5.2	:	Social Movements in India
5.3	:	Environmental Movements in India
5.4	:	Relationship between Social Movement, Social Action and Social Change

Core Readings:

- Alinsky Saul (1971) Rules for Radicals: A Practice Primer for Realistic Radicals, Vintage Books.

- Balsara Jal F., Perspectives on Social Welfare in India. Chand Co. Ltd., New Delhi. 1984

- Bhattacharya, S. (2006). Social Work Administration and Development. Jaipur: Rawat Publications

- Chowdhry, P.D., 1983, Social Welfare Administration. Delhi: Atma Ram Sons

- Goel, S.L. & Jain, R.K., 1988, Social Welfare Administration: Theory and Practice, (Vol. I & II). New Delhi: Deep and Deep Publications

- Patti, R.J., 2000, The Handbook of Social Welfare Management. Sage Publications

- Rao Vidya, Social Welfare Administration. Tata Institute of Social Sciences, Mumbai. 1987.

- Rao, MSA (1979) Social Movements in India, New Delhi: Vol. 1 and 2, Manohar

- Sachdeva, D. R., Social Welfare Administration in India. Allahabad, Kitab Mahal.1998

- Shrivasta, S. K (1988) Social Movements for development, Allahabad: Chugh Publications

- Siddique, H. Y. (1984). Social Work and Social Action. New Delhi: Harnam Publications

- Vedi, D. (1990-91). Social Reforms Movement in India: Historical perspective. India: Popular Prakashan.

Additional Readings:

- Beher A & Samuel J (2006) Social Watch in India: Citizens Report on Governance and Development, Pune: NCAS

- Friedlander, Walter, A. (1976). Concepts and Methods of Social Work. New Jersey: Prentice-Hall

- Kuppuswamy, B. (2010). Social Change in India. New Delhi: Vikas Publishing House (P) Ltd.

- Ramachandran, P. (1996). Towards an Understanding of People's Movements: History from below. Institute for Community Organization Research.

- Somesh Kumar (2002) Methods for Community Participation: A Complete Guide for Practitioners, New Delhi: Sage Publication (Vistaar).

- UNDP (2001) The Monitoring and Evaluation Framework, UNDP, Toronto: , University of Toronto Press
- Wadia, A. & Hormasji, N. (1968). History and Philosophy of Social Work in India (2nd ed). Bombay: Allied publishers

Core Course 9: Field Work Practicum

Title of Paper	:	Field Work Practicum
Core Course	:	CC- 09
Course Code	:	SWP 2
Year	:	First
Level	:	2nd Semester
Learner's Objectives	:	• To know the Agencies' nature, functions and staffing pattern. • To understand the areas of working of agencies and client's system. • Developing the knowledge about the basic skills and application of methods of social work.
Course Outcomes		• Able to know the Agencies' nature, functions and staffing pattern. • Able to understand the areas of working of agencies and client's system. • Develop the knowledge and insight about the basic skills and application of methods of social work.
Course Contents		
		Agency Based Concurrent Field Work

Core Readings:

➢ Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York: Houghton Mifflin Co.

➢ CIDT. (2001). Participation, Learning and Action. Walsall: University of Wolverhampton

➢ Garrett, Annett (1972) Interviewing – Its Principles and Methods, Family Service Association of America, New York

➢ Madhukar Indira (2000) Guidance and Counseling, New Delhi: Authors Press

➢ Nelson Jones, Richard, (1984) Practical Counseling and Helping Skills, London: Harper and Row

➢ Singh, R. R. (1985). Field Work in Social Work Education. New Delhi: Print way India

➢ Subedar, I. S. (2001), Field Work Training in Social Work. New Delhi: Rawat Publication.

➢ Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.

➢ Verma, R.B.S. & Singh, Atul Pratap. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.

➢ Verma, R.B.S. & Singh, Atul Pratap. (2013). Standard Manual for Field Work Practicum in Social Work. Lucknow: New Royal Book Company

Additional Readings:

➢ Delhi School Of Social Work ed. (1957) Field Work Supervision – Report of Seminar, New Delhi: Delhi School of Social Work

➢ Government of India (1987) Encyclopedia in Social Work, New Delhi: Publication Division (Social Welfare Ministry).

➢ Kadushin, Alfred Harkness, Daniel (2005) Supervision in Social Work, New Delhi: Rawat Publication

➢ Kumar, S. (2002).Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.

➢ Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd

➢ O'Hagan, Kieran, et al (2003) Competence in Social Work Practice – A Practical Guide for Professionals, London

➢ Patri Vasantha (2001) Counseling Psychology, New Delhi : Authors Press

Core Course 10: Neoteric Trends and Strategies

Title of Paper	:	**Neoteric Trends and Strategies**
Core Course	:	CC -10
Course Code	:	NTS
Year	:	First
Level	:	2nd Semester
Learner's Objectives	:	• To understand the concept and theoretical framework CSR. • To know the stakeholder of CSR and the role of social worker. • To gain the clarity on the contemporary issues related Project Management.
Learner's Outcomes		• Able to understand the concept and theoretical framework CSR. • Able to know the stakeholder of CSR and the role of social worker. • Able to develop the clarity and gain knowledge on the contemporary issues related Project Management.
Course Content		
Unit 1 1.1 1.2 1.3 1.4	: : : : :	**Water Sanitation and Hygiene** WASH: Concept, Meaning Definition, Purpose, Needs and Scope Component: Water, Environmental Hygiene, Personal Hygiene and Sanitation Impact on Health, Hygiene related Diseases, Factor influencing WASH Practices WASH in Institutional Settings, Case Studies and Best Practices
Unit 2 2.1 2.2 2.3 2.4	: : : : :	**Gender and Feminism** Constructing Sex and Gender, Patriarchy, Construction of Sexuality, Masculinity and Felinity LGBTQ: Definition, Terminology, and History Status of LGBTQ: National and International Level Problems and Challenges faced by LGBTQ, Policies and Programmers; LGBTQ Pride Walk Feminist Perspective: Concept, Definitions Gender related choices of work and Gender Stereotypes Biological Sex and Patriarchal Gender, Politics of Reproduction and Motherhood, Sexual Politics & Roots of oppression, Feminist Sexuality, Lesbian Politics and Rights and Critique of Radical Feminism
Unit 3 3.1 3.2 3.3 3.4	: : : : :	**Human Trafficking** Human Trafficking: Concept, Meaning, Definition and Forms Causes and Consequences of Human Trafficking Rehabilitation and Professional Aspects Legislative Framework: Laws and Policies
Unit 4 4.1 4.2 4.3 4.4	: : : : :	**Waste Management** Waste: Concept, Meaning, Definition, Sources and Composition Process and Types of Waste: Municipal Solid Waste, Hazardous Waste and Radioactive Waste Waste Management: Models and Approaches Treatment of Waste
Unit 5 5.1 5.2 5.3 5.4	: : : : :	**Population Planning** Population: : Concept, Meaning, Definitions and Characteristics Determination of Population Dynamics Status of Population Growth; National Population Policy 2000 Population Planning and Programmers

Core Readings:

➢ Bales K and soodalter R (2009) the slave next door : Human trafficking and slavery in America today

➢ Bernat, F.P(2011) Human Sex trafficking . Oxon , Enland : Routledge

➢ Gender Issues in water and sanitation Programmes- Lessons from India edited by Aiban A.cronin New Delhi , Pradeep K Mehta and Anjali Prakash ; New Delhi Sage Publication

➢ H. Slephanie and Simon R. (2013) Human trafficking around the world: Hidden in plain sight

➢ Keith F.(2002). Handbook on Solid waste Management MCgraw Hill

➢ Lee M(2007) Human trafficking. London: Routledge

➢ Lloyd R (2012) Girls like us : fighting for a world where girls are not for sale :A Memoir

➢ WASH handbook for teachers and facilitators UNICEF publication. https://www.unicef.org/publications/files/CFS_WASH_E_web.pdf

➢ Water Sanitation and Hygiene (WASH) in school UNICEF. https://reliefweb.int/sites/reliefweb.int/files/resources/wash_handbook_-_english_version.pdf

➢ Water, Sanitation and Hygiene (WASH) Guidelines Swiss Red Cross. file:///C:/Users/a%20k/Downloads/wash_guidelines_2014_en%20(2).pdf

➢ Winter Dyk J., perin, B. and Reichel P.(2012) Human trafficking : Exploring International nature, concern and complexities. Boca Ration: CRC press.

➢ Agnes, Flavia (1999) Law and Gender Inequality – The Politics of Women's Rights in India, New Delhi: Oxford University Press.

➢ Weinstein and Pillai (2017). Demography the Science of Population. Jaipur: Rawat Book Publications

➢ Srinivasan (2017). Population Concerns in India: Shifting Trends, Policies and Programmes.New Delhi: Sage Publications

Additional Readings:

➢ Agrawal, Namita (2002) Women and Law in India, Women Studies and Development Centre, December, New Century Publication.

➢ Meena Acharya and Puspa Ghimre., (2005). Gender Indicators of Equality, Inclusion and Poverty Reduction: Measuring Programme/Project Effectiveness. *Economic and Political Weekly*. Vol 40 No. 44 and 45 October 29 – November 04

➢ Neshla (1997): Atrocities Against Women. New Delhi: Harman Publishing House.

➢ Pandey, A K. (2004). Gender Equality Development and Women Empowerment, Anmol Publications Pvt. Ltd, New Delhi.

- Prabhas C. Sinha : Disaster Mitigation: Preparedness. Recovery & Response, SBS Publishers & Distributors Pvt. Ltd.

- Sinha Prabhas C: Disaster Management Process Law & Strategy, SBS Publishers & Distributors Pvt. Ltd.

- Sinha Prabhas C: Disaster Relief, Rehabilitation & Emergency Humanitarian Assistance, SBS Publishers & Distributors Pvt. Ltd

- Upadhyay, Lalit (2007) Women in Indian Politics, Panchculla : Better Books.

VACC: Value Added Core Course (Interdepartmental)

Name of the Course	:	**Programme Media and MIL**
Course Number	:	VACC 2
Course Objectives	:	• Tounderstandtheconceptofprogrammemediaanditsimportanceinsocialwork practice. • To understand various types of programme media and their use in the real m of social work practice. • To understand competencies required by social workers for addressing social issues using media and information literacy.
Course Outcomes	:	• Able to understand the concept of programme media and its significance in social work practice. • Able to effectively use programme media in social work practice. • Able to understand how knowledge of media and information literacy is helpful for social workers for critically attending social issues.
Course Content		
Unit1	:	**Basics of Programme Media**
1.1	:	Programme Media: Meaning, Concept and Purpose.
1.2	:	Programme Media: Characteristics and Significance in Social Work.
1.3	:	Uses of Programme Media.
1.4	:	Scope of Programme Media.
Unit2	:	**Types of Programme Media**
2.1	:	Type of Programme Media: Advertisement, Flip Chart, Flash Cards, Art and Craft.
2.2	:	Types of Programme Media: Group Discussion, Talks, Interactive Games, Theatre and Drama, Mime, Singing, Story-Telling
2.3	:	Application of Program Media in Various Settings.
2.4	:	Programme Media: Role in Creating Propaganda and Public Opinion.
Unit3	:	**Essentials of Programme Media**
3.1	:	People- Centred Approach to Programme Media.
3.2	:	People/Target Group Participation in Social Work Programme.
3.3	:	Basic Principles of Programme Media.
3.4	:	Role of Social Worker: Planning Programme Media Activities.
Unit4	:	**Skills for Programme Media**
4.1	:	Self-Awareness
4.2	:	Organizing
4.3	:	Planning
4.4	:	Listening
Unit5	:	**Media and Information Literacy**
5.1	:	Media: Concept, Components and Importance.
5.2	:	Information and Digital Literacy: Concept, Components and Importance.
5.3	:	Forms of Media, Information and Digital Literacy: Print &Audio–visual.
5.4	:	Similarities, Differences and Inter-linkage between Media, Information Literacy and Digital Literacy.

Core Readings:

➢ Brown, A. 1994, Group Work, 3rd ed., Ash gate publishing limited, England. Cort right,
➢ Chen, huey Tsyh (20050,Practical Programme Evaluation-Assessing and Improving
➢ Gulley, Halbert E.1972, Discussion, Conference and group process, 2nded., Amerind Publishing Co. Pvt. Ltd., New Delhi
➢ Phillips, Helen U.1962 Essentials of group work skills, Association press, NewYork.
➢ Planning, Implementation and effectiveness, Sage Publication, California
➢ R.&Hinds,G.1959, Creative Discussion, The Macmillian Company, NewYork.
➢ Trecker, Harleigh B. 1970, Social Group Work- Principles and practices, Association Press, New York.
➢ Wholey JosephS., Hartry, HarryP., andNewcomer KathrynE(2004), Hand Book of Practical Programme evaluation, 2nd edn., Jossey- Bass , A Wiley Imprint
➢ Wilson, G.&Ryland, G.1949, Social Group Work Practice, Houghton Mifflin Company, The Riber side Press Cambridge.

Additional Readings:

➢ http://unesco.mil-for-teachers.unaoc.org/modules/module-1/unit-3/
➢ Barker,A.(2010),Improveyourcommunicationskills,TheSundayTimes,SecondEdition.
➢ Lata,P.,Kumar,S.(2010),CommunicatetoConquer,PHILearningPrivateLtd.NewDelhi.
➢ Nalini Vittal: Communication for Rural Development in India: some facts, Hyderabad HIRD.
➢ Sch ramwillur :Mass communication Urban.(Auniversity of illness press)
➢ Tunitall. J(ED): Media Sociology: Reader London constable.
➢ Singh K.N & Singh S.N–Effective communication media for Rural Audiences(Bombay: Dharmmal Morarji Chemical C0.Ltd.,)
➢ Developing Communication Skills, Krishna Mohan Meera Banerji, Birla Institute of Technology and Science, Pilani, 1990.
➢ Rayudu C.S., Communication, Himalaya Publishing House, Mumbai.
➢ Singh U.K. Sudarasan K.N., Broadcasting Education, Discovery Publishing House, New Delhi.

Core Course 11: Social Work Research and Statistics

Title of Course	:	Social Work Research and Statistics
Core Course	:	CC- 11
Course Code	:	SWRS
Year	:	Second
Level	:	3rd Semester
Course Objectives	:	• To acquire knowledge of basic statistical concepts, applications, and data presentations. • To understand the use and application of descriptive and inferential statistics. • To familiarize with the application of SPSS and Strata in the field of social work research.
Course Outcomes	:	• Able to acquire knowledge of basic statistical concepts, applications, and data presentations. • Able to develop the skills of use of descriptive and inferential statistics. • Able to familiarize with the application of SPSS and Strata in the field of social work research.
Course Content		
Unit 1 1.1 1.2 1.3 1.4	: : : : :	**Understanding Research** Social Research: Meaning, Characteristics, Dimensions and Steps Social Work Research: Meaning, Objectives and Process Basic Elements of Social Research: Concept and Constructs, Fact and Theory, Variables, Relation and Association, Research Questions, Hypotheses and Operational Definitions, Census and Survey.
Unit 2 2.1 2.2 2.3 2.4	: : : : :	**Research- Approaches, Formulation & Research Design** Approaches to Social Research: Qualitative, Quantitative and Mixed Formulation and Selection of Research Problems Review of Literature: Meaning, Purpose, Stages and Presentation Research Design: Meaning and Dimensions
Unit 3 3.1 3.2 3.3 3.4	: : : : :	**Understanding Statistics and Measures of Central Tendency** Statistics: Meaning, Definitions, Characteristics, Functions and Limitations Basic Concepts of: Statistical Investigation, Data, Qualitative and Quantitative Variables, Population and Sample, Descriptive and Inferential Statistics Central Location: Mean, Median, Mode and Standard Deviation
Unit 4 4.1 4.2 4.3 4.4	: : : : :	**Non-Parametric Test** Non-Parametric Test: Meaning, Characteristics, Advantages and Disadvantages One Sample Run Test, The Sign Test, Mann-Whitney U Test The Kruskal-Wallis H Test, Rank Correlation, Chi Square Wilcox on Rank Test, The Kolmogorov-Smirnov Two Sample Test
Unit 5 5.1 5.2 5.3 5.4	: : : : :	**Parametric Test** Parametric Test: Meaning, Characteristics, Advantages and Disadvantages t-Test, ANOVA z-test for Large Sample, f-Test Regression and Correlation Coefficient

Core Readings:

- Ahuja, Ram (2001) Research Methods, Jaipur: Rawat Publications.
- Alston, M. Bocoles, W. (Indian Edition 2003) Research for Social Workers-An Introduction to Methods, Jaipu : Rawat Publications
- Burns, R.B. (2000), Introduction to Research Methods. New Delhi: Sage Publications
- Kothari, C. R. (2004 2nd edition reprint) Research Methodology: Methods & Techniques, New Delhi, New Age International
- Laldas D.K. (2000), Practice of Social Research: Social Work Perspective. New Delhi: Rawat Publications
- Bajpai, S.R. (1999), Methods of Social Survey and Research. Kitab Ghar, Kanpur.
- Blalock Jr., H.M. (1960), Social Statistics. McGraw Hill Book Company, Inc. New York
- Coolidge, Frederick, (2000), Statistics: A Gentle Introduction. Sage Publication, New Delhi
- Elifson, K., & Runyon, R. (1990). Fundamentals of Social Statistics (2nd ed.). McGraw-Hill, New York
- Garrett, H.E. (1966). Statistics in Psychology and Education (10th Indian reprint). Vakils Feffer and Simons Ltd. Bombay
- George, D. & Mallery, P. (2006). SPSS for Windows Step by Step: A simple Guide and Reference (Sixth Edition). Pearson Education Inc. New Delhi
- Gupta C.B. (1980), An Introduction to Statistical Methods. Ram Prasad and Sons , Agra
- Jackson, W. (1988), Research Methods: Rules for Survey Design and Analysis. Prentice Hall Canada Inc. Ontario
- Lal Das, D.K. (2000), Practice of Social Research. Rawat Publications, Jaipur
- Nicola, B., Richard, K. & Rose Mary, S.(2003), SPSS for Psychologists: A Guide to Data Analysis Using SPSS for Windows, Palgrave Macmillan
- Rubin, A. & Babbie, E. (2001), Research Methods for Social Work (4th Ed.). Wadsworth, California
- Siokin, R.M. (1955), Statistics for Social Sciences. Sage Publications, New Delhi

Additional Readings:

➢ Anastas, J.W. (1999), Research Design for Social Work and The Human Services (2nd ed.). Columbia University Press, New York

➢ Crano, W.D. & Brewer, M.B. (2002), Principles and Methods of Social Research. New Jersey: Lawrence Erlbaum Associates.

➢ Duane, R.M., Thomas, S., & Cornell, R.D.(1986), Applied Social research – A tool for the human services. Holt, Rinehart and Winston Inc. Fort worth

➢ Gupta, C.B. (1995): Introduction to Statistical Methods. Vikas Pub. House, New Delhi

➢ Gupta, S.P. (1997): Statistical Methods. Sultan Chand and Sons, New Delhi

➢ Montcalm, D. & Royse, D. (2002), Data Analysis for Social Workers. Allyn and Bacon, London

➢ Wein back, R.W. & Rubin, A. (eds.) (1987), Teaching Social Work Research: Alternative Programs and Strategies. Council on Social Work Education, New York

➢ Welkowitz, J., Ewey, R. B., & Cohen, J. (1991). Introductory Statistics for the Behavioral Sciences. Harcourt Brace Jovanovich Publications, New York

Core Course 12: Field Work Practicum (Skill Enhancement Workshop based Practice)

Title of Paper	:	**Field Work Practicum**
Core Course	:	CC- 12
Course Code	:	SWP 3
Year	:	Second
Level	:	3rd Semester
Learner's Objectives	:	• To know the Agencies' nature, functions and staffing pattern. • To understand the areas of working of agencies and client's system. • Developing the knowledge about the various fields related to social work practice
Course Outcomes		• Able to know the Agencies' nature, functions and staffing pattern. • Able to understand the areas of working of agencies and client's system. • Able to developing the knowledge about the various fields related to social work practice
Course Contents		
		Agency Based Concurrent Field Work
		Field Exposure Visits

Core Readings:

➢ Aptekar, Herbert (1955) The Dynamics of Casework and Counseling, New York: Houghton Mifflin Co.

➢ CIDT. (2001). Participation, Learning and Action. Walsall: University of Wolverhampton

➢ Garrett, Annett (1972) Interviewing – Its Principles and Methods, Family Service Association of America, New York

➢ Madhukar Indira (2000) Guidance and Counseling, New Delhi: Authors Press

➢ Nelson Jones, Richard, (1984) Practical Counseling and Helping Skills, London: Harper and Row

➢ Singh, R. R. (1985). Field Work in Social Work Education. New Delhi: Printway India

➢ Subedar, I. S. (2001), Field Work Training in Social Work. New Delhi: Rawat Publication.

➢ Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.

➢ Verma, R.B.S. & Singh, Atul Pratap. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.

➢ Verma, R.B.S. & Singh, Atul Pratap. (2013). Standard Manual for Field Work Practicum in Social Work. Lucknow: New Royal Book Company

Additional Readings:

➢ Delhi School Of Social Work ed. (1957) Field Work Supervision – Report of Seminar, New Delhi: Delhi School of Social Work

➢ Government of India (1987) Encyclopedia in Social Work, New Delhi: Publication Division (Social Welfare Ministry).

➢ Kadushin, Alfred Harkness, Daniel (2005) Supervision in Social Work, New Delhi: Rawat Publication

➢ Kumar, S. (2002).Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.

➢ Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd

➢ O'Hagan, Kieran, et al (2003) Competence in Social Work Practice – A Practical Guide for Professionals, London

➢ Patri Vasantha (2001) Counselling Psychology, New Delhi : Authors Press

➢ Singh, R.R.ed. (1985) Field Work in Social Work Education, New Delhi : Concept Publishing Company.

EC 13-A: Labour Welfare, Industrial Relations and Trade Union

Title of Paper	:	**Labor Welfare, Industrial Relation and Trade Union**
DSE Course	:	**SWEC** 13- A
Course Code	:	LWIRTU
Year	:	Second
Level	:	3rd Semester
Learner's Objectives	:	• To become familiar with the concepts of labour welfare and industrial relations. • To know the role and contributions of trade unions and ILO. • To understand the problems of labour in different settings and workers' participation and industrial social work.
Learner's Outcomes		• Able to become familiar with the concepts of labour welfare and industrial relations. • Able to know the role and contributions of trade unions and ILO. • Able to understand the problems of labour in different settings and workers' participation and industrial social work
Course Content		
Unit 1 1.1 1.2 1.3 1.4	: : : : :	**Understanding Labor Welfare** Origin and Growth of Labor Welfare: Indian and Global Perspectives Labour Welfare: Concept, Meaning, Definition, Objectives, Types, Need and Scope Labour Welfare: Approaches, Principles, Policy and Programmes Welfare Officer: Qualifications, Role and Functions
Unit 2 2.1 2.2 2.3 2.4	: : : : :	**Introduction to Industrial Relations** Industrial Relations: Concept, Meaning, Definition, Objectives and Scope Evolution and Approaches of Industrial Relations Reflectors and Determinants of Industrial Relations The Industrial Employment (Standing Orders) Act, 1946
Unit 3 3.1 3.2 3.3 3.4	: : : : :	**Understanding Trade Unionism and Collective Bargaining** Origin and Growth of Trade Unionism in India; Labor Movement in India and ILO Trade Union: Concept, Meaning, Definition, Objectives, Types and Functions, The Indian Trade Unions Act, 1926 Collective Bargaining: Concept, Meaning, Definition, Objective, Principles and Stages, Theories of Collective Bargaining, Essentials for Sound Collective Bargaining Industrial Disputes: Concept, Meaning, Definition, Types, Causes and Consequences, Machinery for Settlement of Industrial Disputes, The Industrial Disputes Act, 1947
Unit 4 4.1 4.2 4.3 4.4	: : : : :	**Understanding Labor Problems** Labour: Meaning, Definition, Characteristics, Need and Significance Problems of Indian Labour: Types, Causes and Consequences Constitutional and Legal Provisions Relating to Indian Working Class Special Categories of Indian Labour: Organized and Unorganized Labour, Bonded Labor, Women and Child Labor, Contract Labor, Agriculture Labor, Domestic Worker and Migrant Labour

Unit 5	:	Workers' Participation and Industrial Social Work
5.1	:	Workers' Participation: Concept, Meaning, Definition, Objectives, Need and Importance
5.2	:	Workers' Participation in Management: Process, Strategies, Policy and Schemes
5.3	:	Industrial Social Work: Concept, Meaning, Definition, Objectives and Scope
5.4	:	Industrial Social Work: Provisions and Role of Social Worker

Core Readings:

➢ Agarwal, D., Dynamics of Labour Relations in India, Tata McGraw Hill Publishing Company.

➢ Ahuja, K. K. (1988) Industrial relations - Theory & Practice; New Delhi : Kalyani Publishers.

➢ Chand, K. V. (1989) Industrial relations, New Delhi : Ashish Publishing House.

➢ Chatterrjee N. N. (1984) : Industrial relations in India's Developing Economy; Allied Book Agency.

➢ Fred Luthans. (2001). Organizational Behaviour. New Delhi: Mc.Graw-Hill.

➢ ILO: An Introductory Course in Teaching and Training Methods for Management Development. New Delhi: Sterling Publishers.

➢ Malik, Dipak, Indian Trade Unionism in Developmental Perspective, Commonwealth Publishers

➢ Mamoria, C.B., Dynamics of Industrial Relations, Mumbai: Himalaya Publishing House

➢ Mongia, J. N. (1976) Readings in Indian Labour & Social Welfare, Delhi : Atma Ram & Sons

➢ **Puneka, Deodhar, and Sankaran, (2014)** Labour Welfare, Trade Unionism and Industrial Relations Mumbai: Himalaya Publishers

➢ Pylee, M.v. , Worker's Participation in Management, New Delhi : Vikas Publications

➢ Reddy, R. Ram (1990) Industrial relations in India; New Delhi : Mittal Publications

➢ Tyagi, B. P. (1986) Labour Economics and Social Welfare, Meerut: Jai Prakash Nath & Co.

➢ Venugopal Rao, G., and Prasad Ram, Trade Unionism in India, Printwell

Additional Readings:

➢ Goswami, v.G., Labour and Industrial Law, Central Law Agency

➢ Malik, P.L., (2017) Industrial Law, Vol. 1 & 2, 25th Ed. Lucknow: Eastern Book Co.

➢ Mathur, D.C (1993) Personnel Problems and Labour Welfare, New Delhi: Mittal Publications.

➢ Mehrotra, S. N (1981 Ed3) Labour Problems in India; New Delhi : S. Chand and Co

➢ Pant, S. C. (1976) Indian Labour Problems; Allahabad: Chaitanya Publication House.

➢ Pratap, K. (1992) Rural Labour in India; Problems & Welfare Scheme; New Delhi: Deep & Deep Publications.

➢ Sarma, A.M. (2005), Aspects of Labour Welfare and Social Security, Mumbai: Himalaya Publishing House.

➢ Saxena, R. C. (1974) Labour Problems and Social Welfare; Meerut: K. Nath and Co.

➢ Sharma, A.M. (1994. Ed. 5th) Aspects of Labor Welfare & Social Security; Mumbai: Himalaya Publications.

➢ Yadav, L.B (ed.) (2000), Reading in Social and Labour Welfare. Lucknow: Institute For Sustainable Development.

EC 13-B: Medical Social Work and Ethical Issues

Title of Paper	:	**Medical Social Work and Ethical Issues**
DSE Course	:	SWEC -13 B
Course Code	:	**MSWEI**
Learner's Objectives	:	• To understand the concept and approaches of medical social work. • Developing an understanding about the roles of medical social worker in various indicators. • To familiarize with the ethical and legal issues related to health and application of social work practice.
Learner's Outcomes	:	• Able to understand the concept and approaches of medical social work. • Able to develop an understanding about the roles of medical social worker in various indicators. • Able to familiarize with the ethical and legal issues related to health and application of social work practice.
Course Content		
Unit-1 1.1 1.2 1.3 1.4	: : : : :	**Understanding Medical Social Work** Medical Social Work: Meaning, Concept, Definition, Nature, Need and Scope. Principles of Medical Social Work, Essential Skills of Medical Social Worker. Limitations of Medical Social Work. Historical Background of Medical Social Work in UK, USA, India.
Unit-2 2.1 2.2 2.3 2.4	: : : : :	**Approaches to Medical Social Work** Organization and Adjustment of Medical Social Work. Approaches in Practicing Medical Social Work- Preventive, Curative and Rehabilitative. Development and Rights Based Approaches in Practicing Medical Social Work. Prospects and Retrospect of Medical Social Work.
Unit -3 3.1 3.2 3.3 3.4	: : : : :	**Medical Entomology & Insecticides** Medical Entomology: Concept, Arthropod Borne Diseases, Arthropod Control Vector Borne Diseases: Classification, Mode of Transmission and Methods of Vector Control Insecticides: Classification, Modes of Action, Application and Toxicity Insecticides Resistance & Management
Unit -4 4.1 4.2 4.3 4.4	: : : : :	**Ethical Issues Related to Health** Ethics in Health Care: Concept, Need and Importance. Medical Ethics, Medical Negligence, Medical Evidence, Laws of Tort, Legal Liabilities and Remedies. Laws Applicable to Medical Practices and Hospitals- Consumer Protection Act 1986, Drug and Cosmetic Act, 1940. PCPNDT Act 1994, Medical Termination of Pregnancy Act 1971, Transplantation of Human Organ Act, 1994.
Unit-5 5.1 5.2 5.3 5.4	: : : : :	**Application of Medical Social Work** Application of Medical and Psychiatric Social Work in Different Setting Mental Hospital, Child Guidance Clinics, Counseling Centers, Rehabilitation Centre and General Hospitals. Working with Schools for Mentally and Physically Challenged, Blood Banks, Eye Banks, Health Camps Community based Medical Social Work

Core Readings

- Das, N P Misra, P. K . Dose. Community Access Affect the Use of Health and Family Welfare Services in Rural India. 2001
- Dutta , P.K. Public Health and Social Aspect. New Delhi: Khanna Publications. 1998.
- Gillan, S. Essential Public Health. New Delhi Rawat Publications. 2007.
- Glasby, J. Understanding Health and Social Care. New Delhi Rawat Publications. 2007.
- Goldstein D., Expanding Horizons in Medical Social Work
- Goldstein D., Readings in the Theory and Practice in Medical Social Work
- Hetzel, Besils. Basic Health care in Developing Countries. New York: Oxford University Press. 1978
- K. Park, Textbook of Preventive & Social Medicine, Banarsidas Bhanot Publishers: Jabalpur India
- Mary Jane Schneider, Introduction to Public Health, Jones and Bartlett Publisher, USA 2004.

Additional Readings:

- Mohd. Akram. Sociology of Health, New Delhi Rawat Publications. 2014.
- Oxfords textbook of Public Health Fifth edition Vol 1,2,3
- Piyush Gupta, O.P. Ghai, Textbook of Preventive & Social Medicine CBS Publishers, New Delhi.
- Sharon D.P., Social Work and Community Practice, Apple Academic Press 2011
- Sundar Lal, Adarsh, Pankaj, Textbook of Community Medicine (Preventive & Social Medicine), CBS Publishers, New Delhi
- Surendra Singh, P.D. Mishra, Health and Disease: Dynamics and Dimensions, New Royal Book Company 2000.

EC 13-C: Social Work Intervention with Family and Children

Title of Paper	:	Social Work Intervention with Family and Children
DSE Course	:	SWEC 13- C
Course Code	:	SWIFC
Year	:	Second
Level	:	3rd Semester
Learner's Objectives	:	• Knowing the concept of family and child welfare and other concepts. • Understanding the various need and problems of children. • Familiarizing with provisions and Constitutional safeguards and interventions related to children.
Learner's Outcomes		• Able to know the concept of family and child welfare and other concepts. • Able to understand the various need and problems of children. • Able to familiarizing with provisions and Constitutional safeguards and interventions related to children.
Course Content		
Unit 1 1.1 1.2 1.3 1.4	: : : : :	Introduction to Family Family: Concept, Meaning, Definition, Function and Characteristics Family Types: Nuclear Family, Joint Family and Extended Family Family Dynamics: Concept, Meaning, Definition and Theories Family Problems: Family Violence, Family Conflicts, Working Parents, Single Parents
Unit 2 2.1 2.2 2.3 2.4	: : : : :	Needs and Problems of Child Welfare Developmental Issues: Infant Mortality and Morbidity, Reproductive and Child Health, Health of Adolescent Girls, Common Child Diseases, Nutritional Deficiencies Problems of Children: Child Labour, Child Trafficking, Child Beggar, Child Marriage, Child Prostitutes, Orphans Destitute Child, Street Child, Delinquent Child, Sexually Abused Child and Differently Abled Child HIV/AIDS Affected and Infected, Natural Calamities Affected, Violence Against Child, School Dropout, Enrollment and Gender Gap
Unit 3 3.1 3.2 3.3 3.4	: : : : :	International and National Provisions Child Rights: Concept, Objectives and Importance, UN Declaration on the Rights of The Child and Other Initiatives. Constitutional Provisions, National Policy for Children, National Charter for Children, National Action Plan for Children. Services for Children: Developmental, Supportive, Protective, Child Rights Approach and Helplines Supportive Agencies: UNICEF, NIPCCD, CARA, CSWB, NCC and ICCW
Unit 4 4.1 4.2 4.3 4.4	: : : : :	Policies and Programmes Development Programmes: ICDS, MDM, Sabla Scheme, KGBV, IPSC, Sarva Siksha Abhiyan, Swadhar Grah, Child Labour (Prohibition and Regulation) Act,1986; Prohibition of Child Marriage Act, 2006 Hindu Adoption and Maintenance Act-1956;Right to Education Act-2009 The Protection of Children from Sexual Offences Act (*POCSO*), 2012; Juvenile Justices(Care and Protection of Children)Act,2000

Unit 5	:	**Intervention in Family and Child Welfare**
5.1	;	Family Welfare: Concept, Objectives and Importance, Family Life Cycle, family Life Education, Family Counselling and family Welfare Programme in India.
5.2	:	Child Welfare: Concept, Objectives, Needs, Scope and Significance and Child Development.
5.3	:	Role of Social Institutions: Parents, Family, Peer Group, and School and ECCE-Concept, Needs, Objectives and Importance and School Social Work
5.4	:	Social Work Intervention in the Field of Child Welfare, Development and Protection, Role of Professional Social Worker in Different Settings of Child Welfare.

Core Reading:

➢ Bajpai, A. (2003). Child Rights in India – Law, Policy and Practice, Delhi: Oxford University Press. Swaminathan, M.(ed.)1998 The First Five years – A Critical Perspective on Early Childhood Care and Education in India, NewDelhi: Sage Publications.

➢ Boss, P.G. et al. (1993). Sourcebook of Family Theories and Methods: A Contextual Approach. Plenum.

➢ Davies Brett Martin, (2011). Social Work with Children and Families. New Delhi: SAGE Publication.

➢ Desai, M. (ed.) (1994). Family and Intervention: A Course Compendium, Bombay: TISS.

➢ Enakshi, G.T. (ed) (2002). Children in Globalising India – Challenging Our Conscience, New Delhi: HAQ Centre for Child Rights.

➢ Gandhi, A. (1990). School Social Work, New Delhi: Commonwealth Publishers.

➢ Joshi, S. (1996). Child Survival, Health and Social Work Intervention, New Delhi: Concept Publishing Company.

➢ Kumari, V., Brooks, S.L. (2004). Creative Child Advocacy – Global Perspectives, New Delhi: Sage Publications.

➢ Maureen O'Loughlin, (2012). Social Work with Children and FamiliesThird Edition, London: Steve O'LoughlinPublished.

➢ Suruchi Thapar (2015). Women in the Indian National MovementUnseen Faces and Unheard Voices, 1930-42, Bjorkert Published

➢ TISS. (1994). Enhancing the Role of Family as an Agency for Social and Economic Development. Mumbai: Unit for Family Studies, TISS.

➢ Zimmerman, S.L. (1995) Understanding Family Policy: Theories and Applications, London: Sage Publications.

Additional Readings:

➢ Alok S. K., (1992). Family Welfare Planning Reprint Edition, New Delhi: Inter India Publications

➢ Behera, D.K. 1998. Children and Childhood in Our Contemporary Societies. New Delhi: Kamla-Raj Enterprises.

➢ Chowhury, A., et al., (2012). Family life education in India- Perspectives, Challenges and Application. Jaipur: Rawat Publication

➢ Behera, D.K. (2007). Childhoods in South Asia. New Delhi: Kamla-Raj Enterprises.

- Khasgiwala, A.1993. Family Dynamics: Social Work Perspectives, New Delhi: Anmol Publication.

  Kuppuswamy, B., (1990). Child Behaviour and Development. Delhi: Konark Publishers Pvt, Limited.

EC 13-D: Rural, Urban and Tribal Community

Title of Paper	:	**Rural, Urban and Tribal Community**
DSE Course	:	**SWEC 13- D**
Course Code	:	RUTC
Year	:	Second Year
Level	:	3rd Semester
Learner's Objectives	:	• To understand the basics of Rural, Urban, and tribal communities. • To know the demographic and geographic distribution of communities. • To gain knowledge on LSG bodies, legal enactments and democratic values.
Learner's Outcomes		• Able to understand the basics of Rural, Urban, and tribal communities. • Able to know the demographic and geographic distribution of communities. • Able to gain knowledge on LSG bodies, legal enactments and democratic values.
Unit 1	:	**Understanding Rural Community**
1.1	:	Rural Community: Concept, Meaning, Definition and Characteristics
1.2	:	Rural Community: Historical Development, Socio-Economic and Political Aspects
1.3	:	Socio-Cultural Dynamics: Caste, Class and Gender
1.4	:	Rural Issues: Poverty, Indebtedness, Unemployment, Illiteracy
Unit 2	:	**Understanding Urban Community**
2.1	:	Urban Community I: Concept, Meaning, Definition and Characteristics
2.2	:	Urban Community II: Historical Analysis, Philosophy and Significance
2.3	:	Urban Community Development: Concept, Need and Urban Planning
2.4	:	Urbanization: Emerging Trends, Factors, Social Dimensions and Social Consequences
Unit 3	:	**Understanding Tribal Community**
3.1	:	Tribes: Concept, Meaning, Definition and Characteristics; Nomadic & De-Notified Tribes
3.2	:	Physical Habitat of Tribal People
3.3	:	Tribal Community: Concept, Meaning, Definition, Characteristics and Problems of Tribal Community
3.4	:	Social System of Tribes: Socio-Economic conditions; Cultural and Religious Aspects
Unit 4	:	**Constitutional Legal Enactment and Development**
4.1	:	73rd and 74th Constitutional Amendment and Other Important Provisions
4.2	:	Structure, Function and Power of Local Self Governance
4.3	:	POA Act 1989, PESA Act 1996
4.4	:	Scheduled Tribes and other Traditional Forest Dwellers Act 2006: Provisions, Objectives and Features
Unit 5	:	**Democratic Values**
5.1	:	People Participation: Concept, Meaning, Definitions, Components and Principles
5.2	:	Democratic Decentralization: Concept, Meaning, Definitions, Needs and Importance
5.3	:	Resource Mobilization: Concept, Meaning, Definitions, Methods and Process
5.4	:	Good Governance: Concept, Meaning, Definitions, Components and Principles

Core Reading:

- Ahluwalia Judge Isher (2017) Urbanisation in India: Challenges, Opportunities and the Way Forward,New Delhi, Sage Publication
- Bhowmick Pradeep Kumar (1994)Rural and Tribal Development Practices in India, New Delhi M.D. Publications Pvt. Ltd.. Copyright.
- Bhowmik, Debesh (2007) Economics of Poverty, New Delhi: Deep & Deep Publications Pvt. Ltd.
- Desai A.R.(1975), Society In India, New Delhi, Popular Prakashan
- Desai, A. R. (1978, Reprinted 1994) Rural Sociology in India, Bombay: Popular Prakashan
- Manis Kumar Rana (Ed). (1989). Tribal India: Problem Development Perspect. New Delhi: Gain Publishers.
- Misra, R.P. 1985 Rural Development (Vol 1 to 5). New Delhi: Concept Publishing Company
- Munda, Ram Dayal [Undated]: "Introduction" in Indigenous and Tribal Solidarity
- Reddy, N. G., (1986) : Rural Elite and Community Work. New Delhi: Chugh Publications.
- Sharma B. D. (1978). Tribal Development – The concept and the Fame.
- Singh, G. (2014). Panchayati Raj (Hindi). Lucknow: Rapid Book Service.
- Singh, K. (1999). Rural Development- Principles, Policies, and Management (2nd Edition), New Delhi: Sage Publications
- Verma, S.B., Sankaran, P.N., Shrivastwa, R.K. (2006) Rural Based Development Strategies, New Delhi : Deep & Deep Publications Pvt. Ltd
- Verma, S.B., Singh, U.P., Jiloka, S.K. (2006) Rural development Reforms, New Delhi: Deep & Deep Publications Pvt. Ltd.
- Verma, S.B., Singh, U.P., Kumar, R. (2006) Rural Development & Environment, New Delhi : Deep & Deep Publications Pvt. Ltd
- Yadav, C. S. (Ed.) (1986). Urban Planning and Policies - Part A, New Delhi: Concept Publishing Co.
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- xzkeh.k fodkl% dVkj flag] lst ifCyds'kUl

Additional Readings:

- Alphan, H., (2003): Land Use Changes and Urbanization in Adana, Turkey, Land degradation and Development, Vol. 14, pp. 575-586.
- Anil, N. C., Jai Sankar, G., Jagannadha Rao, M., Prasad, I.V.R.K.V. and Sailaja, U., (2011): Studies on Land Use/Land Cover and Change Detection from Parts of South West Godavari District, A.P – Using Remote Sensing and GIS Techniques, J. Ind. Geophys, Union, Vol. 15(4), pp. 187-194.
- Batty, M. and Longley, P., (1986): The Fractal Simulation of Urban Structure, Environment and Planning A, Vol. 18, pp. 1143-1179.

- Bhagat, R. B., (2005): Urban Growth by City and Town Size in India, Paper to be presented in the annual meeting of Population Association of America to be held at Philadelphia, USA
- Bhaskar, P., (2012): Urbanization and Changing Green Spaces in Indian Cities (Case Study – City of Pune), International Journal of Geology, Earth and Environmental Sciences, Vol. 2 (2), pp. 148- 156.
- Bhattacharya. B(2010) Urbanization Urban Sustainability and the Future of Cities,
- Charasia, B.P. (1990).Scheduled Castes and Scheduled Tribes in India. Allahabad: Chugh Publications
- Cheng, J. and Masser, I., (2003): Urban Growth Pattern Modelling: A Case Study of Wuhan City, PR China, Landscape Urban Planning, Vol. 62, pp. 199-217.
- Comprehensive Mobility Plan for Pune city, (2008): Pune Municipal Corporation. URL:http://www.punecorporation.org/Mobility%20Plan.aspx

EC 13-E: Foundation of Correctional Social Work

Title of Paper	:	**Foundation of Correctional Social Work**
DSE Course		SWEC 13- E
Course Code	:	FC
Year	:	Second
Level	:	3rd Semester
Learner's Objectives	:	• Understanding the concept of crime, criminology and its relations to other social sciences. • Familiarizing with criminal laws pertaining to vulnerable groups. • Acquiring knowledge about criminal typology and criminal psychology.
Learner's Outcomes		• Able to understand the concept of crime, criminology and its relations to other social sciences. • Able to familiarize with criminal laws pertaining to vulnerable groups. • Able to acquire knowledge about criminal typology and criminal psychology.
Unit 1 1.1 1.2 1.3 1.4	 : : : :	**Correctional Social Work** Concept, Meaning, Importance, Correctional Social Work with Criminals, Juvenile Delinquents, Beggars, drug Addicts, Alcoholics Sex Workers, Application of Social Work Methods
Unit 2 2.1 2.2 2.3 2.4	: : : : :	**Characteristics of social work in the context of correction** Values of social work in correction Correctional settings and task of social worker Social casework in correctional settings Social group work in correctional settings
Unit 3 3.1 3.2 3.3 3.4	: : : : :	**Care and Protective Services** Historical evolution of Care and Protective services Non-Institutional Services for correction After Care Rehabilitation services Issues and Challenges related to correctional Services
Unit 4 4.1 4.2 4.3 4.4	: : : : :	**Criminology & Correctional Services** Concept of criminology: Social, Psychological and Legal Approaches Nature and Functions of Correctional institutions Services for Juvenile delinquency Correctional Services in abroad and India
Unit 5 5.1 5.2 5.3 5.4	: : : : :	**Correctional Social Work** Social workers in police departments and courts Role of social workers in legal settings Levels of Indian Judiciary Defects of Indian Judiciary Role of Social Worker in prevention of crime

Core Readings:

- Ahmed Siddique, 1993, Criminology, Problems and Perspectives, III Edn. Eastern Book House, Lucknow.
- Bartal Curt R. 1999, Criminal Behavior: A Psychosocial Approach 5th Edition, Prebtuce Hall, New Delhi.
- Crime in India published by National Crime Record Bureau, Ministry of Home Affairs, Delhi
- Harry Elmer Barnes and Negley K. Teeters, 1966, New Horizons in Criminology, Prentice Hall, New Delhi.
- Kathuria, R.P, 2007, Law of Crimes and Criminology, Vinod Publishing House, Delhi.
- Kelkar RV 2001, Criminal Procedure, 4th Edition, Eastern Book Company.
- Mc Laughlin Eugene and Muncil John, 2001, The Sage Dictionary of Criminology, Sage Publication – London, Thousand Oaks, New Delhi.
- Morgan Clifford T, King Richard A, Weissz. John R, Schopler John 1986, Introduction to Psychology, 7th Edition Tata Mc Graw Hill Publications.
- Paranjape NV, 2002, Criminology and Penology, 2nd edition, Central Law Publication, Allahabad, U.P.
- Reid Sue Titus, 2006, Crime and Criminology, Mc Graw Hill Publishers

EC 14-A: Human Resource Management

Title of Paper	:	**Human Resource Management**
DSE Course	:	SWEC 14- A
Course Code	:	HRM
Year	:	Second
Level	:	3rd Semester
Learner's Objectives	:	• To understand the importance of human resource and its various applications of strategies in HRM. • To develop knowledge and understanding about HRM. • To develop skills of professionals in performance management and employee training.
Learner's Outcomes	:	• Able to understand the Importance of Human Resource and Its various applications of strategies in HRM. • Able to develop knowledge and understanding about HRM. • Able to develop skills of professionals in performance management and employee training.
Unit 1 **1.1** **1.2** **1.3** **1.4**	: : : : :	**Understanding Human Resource Management** Human Resource Management: Concept, Meaning, Definition, Objectives and Scope Human Resource Management: Principles, Functions and Structure Personnel Policies: Meaning, Objectives, Need and Relevance HR Manager: Essential Qualities, Core Competencies, Role and Functions of HR / Personnel Manager, Status of HR Manager in Industrial Organizations.
Unit 2 **2.1** **2.2** **2.3** **2.4**	: : : : :	**Introduction to Human Resource Planning** Human Resource Planning: Meaning, Objectives Methods, Influencing Factors of HRP, HR Budgeting and Importance. Recruitment: Meaning, Objectives, Types, Sources and Process Selection: Meaning, Objectives, Steps and Methods. Placement and Induction: Concept, Meaning, Definition, Objectives, Principles and Process
Unit 3 **3.1** **3.2** **3.3** **3.4**	: : : : :	**Training and Appraisal System** Training: Concept, Meaning, Definition, Objectives, Need, Types and Methods Performance Appraisal System: Meaning, Objectives, Needs, Process, Tools, New Trends in PAS-360 Degree Method and Other Modern Techniques and Methods of PAS. Job Analysis: Concept, Meaning, Definition, Objectives, Need and Types Job Evaluation: Concept, Meaning, Definition, Objectives, Methods and Process
Unit 4 **4.1** **4.2** **4.3** **4.4**	: : : : :	**Promotion, Transfer and Salary Administration** Promotion: Meaning, Definition, Objectives, Principles, Types, Criteria, Do's and Dont's of Promotion Transfer: Meaning, Definition, Objectives, Principles, Types and Criteria Wage and Salary Administration: Policy, Types of Wages and Wage Boards Dearness Allowances: Concept, Method of Computing, DA and Consumer Price Index, Fringe Benefits and Perquisites.

Unit 5	:	Human Resource Development
5.1	:	Human Resource Development: Concept, Meaning, Definitions and Objectives
5.2	:	Human Resource Development: Principles, Functions and Role of HRD Manager
5.3	:	HR Audit: Concept, Needs, Scope and Importance
5.4	:	Approaches to Human Resource Audit

Core Readings:

➢ Aswathappa, K (2001) Human Resource Management, Text & Cases, New Delhi : Tata McGraw-Hill

➢ Batia, S. K. (2006) Human Resource Management, New Delhi : Deep & Deep Publication

➢ Botton, Trevor (2001) An Introduction to Human Resource Management, New Delhi : Infinity Books

➢ Deb Tapomoy. (2010). Human Resource Development. New Delhi: Anne Books

➢ Flippo, Edwin B. (1971) Principles of Personnel Management Ed. 4, Tokyo : McGraw Hill Publication

➢ Martin, John. (2010). Key Concepts in Human Resource Management. London: Sage Publications

➢ Memoria, C.B. (2202). Personnel Management, Mumbai: Himalaya Publishers

➢ Monappa, Arun & Saiyadain, Mirza, S. (1999) Personnel Management; New Delhi : Tata McGraw Hill

➢ Pareek, Udai. (2008). Training Instruments in HRD and OD. New Delhi: Tata Mc Graw-Hill

➢ Pattanayak, Biswajeet (2002) Human Resource Management, New Delhi : Prentice- Hall of India

➢ Rao, P.S. (2016) Essentials of Human Resource Management and Industrial Relations. Mumbai: Himalaya Publishers.

➢ Tripathi, P.C. (2010). Human resource Development. New Delhi: Sultan Chand & Sons

➢ VSP Rao Human Resource Management,Text & Cases, Excel Books

Additional Readings:
➢ Akhilesh, K. B. and Nagaraj, D. R. Edu. (1990) Human Resource Management 2000, New Delhi: Wiley Eastern Ltd.

➢ Armstrong, Michael Baron, Angela (2006) Handbook of Strategic HRM, Mumbai : Jaico Publishing House

➢ Parth Sarathi. (2002). Planning, auditing and developing human resources. New Delhi: Manak Publications

➢ Pippa Riley. (2012). Human resource management. New Delhi: Viva Books Pvt., Ltd.

- Premavathy, N. (2011). Human Resource Management and Development. Chennai: Sri Vishnu Publications
- Rao T.V. (1984). Performance Appraisal: Theory and Practice. New Delhi: AIMA-Vikas management series
- Rao T.V. et.al. (ed). (1997). Alternative Approaches and Strategies of HRD. Jaipur: Rawat Publications
- Tripathi, P. C. (1978) Personnel Management; Theory & Practice; New Delhi : Sultan Chand & Sons

EC 14-B: Health, Disease and Health Care

Title of Paper	:	Health, Disease and Health Care
DSE Course	:	SWEC 14-B
Course Code	:	HDHC
Year	:	Second
Level	:	3rd Semester
Learner's Objectives	:	• To develop understanding about health, disease and health care. • Students will comprehend concepts related to health promotions and disease prevention to enhance health. • To understand the concept and structure of health care in India.
Learner's Outcomes	:	• Able to develop understanding about health, disease and health care. • Able to know comprehend concepts related to health promotions and disease prevention to enhance health. • Able to understand the concept and structure of health care in India.
Course Content		
Unit 1	:	**Introduction to Health**
1.1	:	Health: Basic Concepts, Meaning, Definitions, and Positive Health
1.2	:	Changing Concepts of Health
1.3	:	Dimensions of Health, Interdependence of Dimensions of Health
1.4	:	Concept of Wellbeing, Health Responsibility, Health and Development
Unit 2	:	**Determinants and Indicators of Health**
2.1	:	Determinants of Health, Spectrum of Health
2.2	:	Indicators of Health: Concept, Meaning, Definitions, Characteristics and Types
2.3	:	Mortality Indicators of Health and Morbidity Indicators of Health
2.4	:	Nutritional Status Indicators, Health Care Delivery Indicators
Unit 3	:	**Understanding Disease**
3.1	:	Disease: Concept, Meaning, Definitions, and Spectrum of Disease
3.2	:	Classification of Diseases: Communicable and Non-communicable
3.3	:	Factors Responsible for Disease: Physical, Biological, Environmental, Socio-Cultural and Other Factors
3.4	:	Modes of Transmission of Diseases; Levels of Prevention and Modes of Intervention
Unit 4	:	**Epidemiological concept and Epidemiology of Communicable diseases**
4.1	:	Basic Concepts of Epidemiology
4.2	:	Epidemiology of Communicable Diseases : Measles, Chicken Pox, Diphtheria, Tetanus, Pertussis, Plague
4.3	:	Acute Respiratory Infections, Tuberculosis, Rabies, Diarrhea Diseases, Polio Myelitis, Hepatitis, Typhoid, Cholera
4.4	:	HIV/ AIDS, RTI/STI, Malaria, Filaria,
Unit 5	:	**Introduction to Health Care**
5.1	:	Health Care: Concept, Meaning, Definitions, Evolution and Health Committees
5.2	:	Primary Health Care: Concept, Meaning, Definitions, Components, and Importance
5.3	:	Levels of Health Care: Sub Centre, PHC, CHC, District Hospitals etc.
5.4	:	Health Care System in India: Centre, State and District Level

Core Readings:

- Sundar Lal, Adarsh, Pankaj, Textbook of Community Medicine (Preventive & Social Medicine), CBS Publishers, New Delhi
- Park and Park, Textbook of Preventive & Social Medicine, Jabalpur: Banarsi Das Bhanot Publishers
- Piyush Gupta, O.P. Ghai, Textbook of Preventive & Social Medicine CBS Publishers, New Delhi
- James F. Mckenzie, Robert R. Pinger, Jerome E. Kotecki, An Introduction to Community Health (Fifth edition) Jones and Bartlett Publisher, USA 2005.
- Carol Holtz, Global Health Care: Issues & Policies Jones and Bartlett Publisher, USA 2008.
- Surendra Singh, P.D. Mishra, Health and Disease: Dynamics and Dimensions, New Royal Book Company 2000
- Mary Jane Schneider, Introduction to Public Health, Jones and Bartlett Publisher, USA 2004.

Additional Readings:

- Mohd. Akram. Sociology of Health, New Delhi Rawat Publications. 2014.
- Oxfords textbook of Public Health Fifth edition Vol 1,2,3
- Piyush Gupta, O.P. Ghai, Textbook of Preventive & Social Medicine CBS Publishers, New Delhi.
- Sharon D.P., Social Work and Community Practice, Apple Academic Press 2011
- Sundar Lal, Adarsh, Pankaj, Textbook of Community Medicine (Preventive & Social Medicine), CBS Publishers, New Delhi

Title of Paper	:	Social Work Intervention with Women
DSE Course	:	SWEC 14 - C
Course Code	:	SWIW
Year	:	Second
Level	:	3rd Semester
Learner's Objectives	:	• Understanding the status of women in different periods of history and current issues faced by women. • Familiarizing with the concept of women empowerment, feminism and its theories. • Understanding various provisions for the betterment of women in the country.
Learner's Outcomes		• Able to understand the status of women in different periods of history and current issues faced by women. • Able to familiarize with the concept of women empowerment, feminism and its theories. • Able to know the various provisions for the betterment of women in the country.
Unit 1 1.1 1.2 1.3 1.4	: : : : :	Introduction to Status and Wellbeing Status of Women in India: Ancient, Pre-independent and Post-independent Era Global Status of Women: Ancient, Medieval and Modern Perspectives Women's Wellbeing: Concept, Meaning and Scope Situational Analysis of Women in India - Educational, Health, Political, Economic and Legal
Unit 2 2.1 2.2 2.3 2.4	: : : : :	Understanding Women Movements and Problems Women Movements: Pre-independent, Post-independent, Current Women Movements. Feminism and its Theories: Liberal, Marxist, Radical and Socialist. Women: Sex Determination, Feticide and Infanticide, Sex Ratio and Mortality, Malnutrition and Health, Education, Early Marriage and Teenage Pregnancies. Women's Problems: Physical and Mental Health Problems, Dowry, Domestic Violence, Divorce, Desecration, Rape, Sexual Abuse, Sexual Harassment and Prostitution.
Unit 3 3.1 3.2 3.3 3.4	: : : : :	Legal Framework for Women Justice Special Provisions: Constitutional Provisions, IPC – Sections 498A, 302/304B, 354, 363-373, 376 and 509, The Special Marriage Act, 1954, Hindu Marriage Act, 1956 Special Legislations: The Immoral Traffic(Supression)Act, 1956, The Maternity Benefits Act, 1961, Dowry Prohibition Act 1961, The Equal Remuneration Act, 1976, Domestic Violence Act, 2005, The Family Court Act, 1954 Indecent Representation of Women (Prohibition) Act-1986, The Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal Act-2013 Pre-natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994, The Medical Termination of Pregnancy Act, 1971
Unit 4 4.1	: :	Empowerment and Social Work Intervention for Women Women's Empowerment: Concept, Meaning, Definition, Objectives, Need and Scope

4.2	:	Women's Empowerment: Forms, Principles, Indicators and Tools, Strategies, Approaches and Models of Empowerment
4.3	:	Women's Empowerment through Participation in Political and Decision Making Process, Socio-Economic Changes and Women's Empowerment in the Era of Globalization
4.4	:	CEDAW, Role of NGOs in Women Empowerment, Social Work Intervention and Women Empowerment.
Unit 5	:	**Policies and Programmes for Women Empowerment**
5.1	:	National Empowerment Policy for Women, 2001Specific Policies Related to Health, Nutrition, Education, Employment and Social Security for Working Women
5.2	:	Structure, Functioning and Role of: National Commission for Women, Central Social Welfare Board, and State Social Welfare Board, KGNM Trust.
5.3	:	Empowerment Schemes: Beti Bachao Beti Padhao, One Stop Centre, STEP, Ujjwala, Swadhar, Mahila Shakti Kendra, Mahila E-Hatt, Working Women Hostel, Scheme for Relief and Rehabilitation of Victims of Rape, Help Line.
5.4	:	Development Programmes: Mahila Samakhya, Rastriya Mahila Kosh Yojna, Balika Samridhi Yojna, Kishori Shakti Yojna, Janani Suraksha Yojna.

Core Readings:

➢ Agnes, Flavia (1999). Law and Gender Equality: The Politics of Women's Rights in India. New Delhi: Oxford University Press.

➢ Agrawal, N. (2002). Women and Law in India. Women Studies and Development Centre. New Century Publication.

➢ Ahuja, R. (1997). Violence against Women. Guwahati: Eastern Book House.

➢ Ahuja, R. (1998). Women's Organization and Social Network. Guwahati: Eastern Book House

➢ Djetrich, G. (1992). Reflections on the Women's Movement in India- Religion, Ecology, Development, New Delhi: Horizon India Books.

➢ Goel, A. (2004). Organisation and Structure of Women Development and Empowerment. New Delhi: Deep and Deep Publication Pvt. Ltd.

➢ Karmakar, K.G. (1999). Rural Credit and Self-help Groups: Microfinance Needs and Concepts in India, New Delhi: Sage Publication.

➢ Kumar, A. (2006). Women and Family Welfare Institute for sustainable Development, Lucknow, New Delhi: Anmol Publications Pvt. Ltd

➢ Naomi Neft & Ann D. Levine (1997). Where Women Stand – An International Report on the Status of Women in 140 Countries, New York: Random House.

➢ NIPCCD. (1988). Handbook of Policy and Related Document on Women in India, New Delhi: NIPPCD

➢ Raj, K.et al (1999). Encyclopaedia of Status and Empowerment of Women in India, New Delhi: Veena Publication

➢ Sahay Sushama (2010). Women and Empowerment: Approaches and Strategies Published by Discovery Publishing House, New Delhi

➢ Sen, Ilina (1990): A space within the struggle women's participation in people's movement, Kali for women, New Delhi

➢ Seth, Mira.(2001). Women and Development the Indian Experience, New Delhi: Sage Publication

➢ Verma, R. (1997). Family Courts in India: An Appraisal of Strengths and Limitation, New Delhi: Inter Indian Publications.

Additional Readings:

➢ Avasti, Abha & Srivastava, A. K. (2001). Modernity Feminism and Women Empowerment, Jaipur: Rawat Publication.

➢ Baxamusa, Ramala, Subramanian, Hema (1992). Assistance for Women's Development from National Agencies – Employment Progress, Bombay: Popular Prakashan

➢ Datar, Chaya (1993). The Struggle Against Violence, Calcutta: Stree Vani

➢ International Journal of Gender & Women's Studies (IJGWS)

➢ Mazumdar vina, (2012) Education, Equality and Development: Persistent Paradoxes in Indian Women's History, New Delhi: Pearson Publication

EC 14 D: Perspectives on Rural Community Development

Title of Paper	:	Perspectives on Rural Community Development
DSE Course		SWEC 14 D
Course Code	:	PRCD
Year	:	Second
Level	:	3rd Semester
Learner's Objectives	:	• To understand the basic concept and problems related to rural development. • To gain knowledge about different approaches and models of rural development. • To familiarize with administration, policies, programs and different agencies working for the development of rural community.
Learner's Outcomes	:	• Able to understand the basic concept and problems related to rural development. • Able to gain knowledge about different approaches and models of rural development. • Able to familiarize with administration, policies, programs and different agencies working for the development of rural community.
Unit 1	:	**Introduction to Rural Development**
1.1	:	Rural Development: Concept, Meaning, Definition, Need and Characteristics
1.2	:	Theories of Rural Development
1.3	:	Problems and Issues of Rural Development in India : Poverty, Unemployment, Health and Sanitation, Illiteracy, Social Inequality
1.4	:	Problems Related to Agriculture
Unit 2	:	**Approaches of Rural Development**
2.1	:	Approaches to Rural Development: Concept, Meaning, Definitions, and Types
2.2	:	Strategies to Rural Development: Concept, Meaning, Definitions, Types- Growth Oriented, Spatial Planning, Integrated, Holistic and Participatory
2.3	:	Various Experiments for Rural Reconstruction: Gandhian Constructive Programmes and Tagore's Sriniketan Model, Etawah Pilot Project
2.4	:	Recent Rural Development Models: Result Based Monitoring System (RBM/PIME), PURA.
Unit 3	:	**Rural Planning and Marketing**
3.1	:	Planning: Concept, Significance and Process
3.2	:	Rural Planning: Concept, Features, Objectives, Significance and Barriers
3.3	:	Rural Planning under the Five Year Plans and NITI Ayog
3.4	:	Agrarian Economy and Rural Marketing: Concept, Meaning, Definitions, Need and Significance
Unit 4	:	**Programs and Agencies for Rural Development**
4.1	:	Rural Development: Role of Cottage and Village Industries
4.2	:	Role of Cooperatives in Rural Development: A Critical Appraisal
4.3	:	Rural Employment Programmes and Poverty Alleviation: Mid-Day-Meal Programme, MGNREGA, Sarva Shiksha Abhiyan, Skill Development Programme, Digital India, DDU, GKY
4.4	:	Development Agencies: CAPART, NIRD, NABARD and Rural Cooperatives
Unit V	:	**Rural Development Administration and Sustainable Rural Development**
5.1	:	Rural Development Administration: Concept, Meaning, Definitions and Importance
5.2	:	Rural Development Administration: Structure, Functions and Significance
5.3	:	Sustainable Development : Concept, Meaning, Definition and Goals
5.4	:	Sustainable Rural Development: Concept, Need and Significance

Core Readings:

- Arora, R.C., (s1979) Integrated Rural Development, New Delhi, S. Chand & Sons.
- Das H.H. (1990), Introduction to Panchayati Raj and Community Development in India. Delhi: Kalyani Publishers
- Franda, Marcus, Small is Politics: Organisational Alternatives in India's (1979), Rural Development, New Delhi: Wiley Eastern Limited.
- Gehlawat, J.K., and Kant, (1988). Strategies for Rural Development, New Delhi: Arnold Publishers
- Ghosh, D.K. (1994). People's Participation in Rural Development: Need and Scope, Participation Governance, New Delhi
- Kumar, A. (Ed.) (2000). New Approach in Rural development. New Delhi: Anmol Publication,
- Mathur, B. L. (1996) Rural Development and Co-operation. Jaipur: RBSA Publishers
- Mishra, S.N., New Horizons in Rural Development Administration, Mittal
- Mukherjee, Amitava,(1995) Participatory Rural Appraisal, New Delhi: Vikas Publishing House,
- Neale Walter (1990) Developing Rural India: Policies, Politics and Progress, New Delhi: Allied Publishers.
- Prasad, K.N., (1991), India's Rural Problems, New Delhi: Concept Publishing Company.
- Ranjees Shalini, (2003).Panchayati raj in India. New Delhi: Deep & Deep Publication
- Sarmah, S.K. (1977) Integrated rural development. New Delhi: Abhinav Publishers.
- Singh, G. (2014). Panchayati Raj (Hindi). Lucknow: Rapid Book Service.
- Singh, Mohinder (1992) Rural Development in India: Current Perspectives, New Delhi: Intellectual Publishing House.

Additional Readings:

- Commissioners Conference on Community Projects, Summary Records, New Delhi, the CPA, 1953.
- Committee on Plan Project, Report of the Team for the study of CD and NES,
- Government of India, Census of India, 2001, Published by the office of the Registrar General and Census Commissioner, India
- India, Ministry of Community Development, Jawaharlal Nehru on Community Development, Report, New Delhi, The Ministry,
- India, Ministry of Food and Agriculture, Report of the Grow More Food Enquiry Committee, New Delhi, the Ministry, 1952.
- India, Planning Commission, Community Project Administration, Second Development
- Ministry of Rural Development, Government of India, Annual Report 2009-2010.
- Ministry of Rural Development, Government of India, Transferring Rural India Programmes for Change 2000-2001.
- New Delhi, 1957.
- Pai Pandikar, V.A. and Sud Arun (1986) Rural Industrialisation, New Delh: ,Oxford & IBH Publications Private Limited.
- Patel Usha & Patel Amrit, Potential of Rural Industries (A Case of Handicrafts), Bombay: Northern Book Centre.

- Sundaram, J.D. (1992) Rural Industrial Development, New Delhi: Vora & Company Publishers Private Limited.
- UNDP, Human Development Report, 1990-91
- UNESCO, Meeting of Experts on the Institutional Problem of Participation in Strategies of IADP, September, 1998.

EC14 – E: Criminal Justice System

Title of Paper	:	**Criminal Justice System**
DSE Course		SWEC 14- E
Course Code	:	CJS
Year	:	Second
Level	:	3rdSemester
Learner's Objectives	:	• Knowing the criminal justice and police system with criminal laws pertaining to vulnerable groups. • Acquiring knowledge about judicial and prosecution system in India. • Familiarizing with prison system and its various approaches.
Learner's Outcomes	:	• Able to Know the criminal justice and police system with criminal laws pertaining to vulnerable groups. • Able to Acquire knowledge about judicial and prosecution system in India. • Able to familiarize with prison system and its various approaches.
Unit 1	:	**Introduction to Criminal Justice System**
1.1	:	Criminal Justice System: Meaning, Purpose and Social Relevance.
1.2	:	Legislative Process and Criminal Justice System.
1.3	:	National and International Perspective.
1.4	:	Accusatorial and Inquisitorial Systems of Criminal Justice System.
Unit 2	:	**Police System**
2.1	:	Historical Perspective of Police system in India and Police Act.
2.2	:	Present Indian Police Administration and Structural Organisation.
2.3	:	Functions and Role of the Police and Criticism of the Police.
2.4	:	Role of Professional Social Worker in Police System.
Unit 3	:	**Judicial System**
3.1	:	Judicial Administration in India: Presiding Officer, Prosecutor and Defence Counsel & Modern Judicial Systems: Fast Track Court, Juvenile Justice Board, Special Court.
3.2	:	Fundamental Elements in Judicial Functioning: Due Process, Speedy Trials and Access to Justice.
3.3	:	Alternative Dispute Resolution System (ADRS): Arbitration, Mediation and Counselling, Lok Adalats.
3.4	:	Judicial Administration: Modernization and Reforms.
Unit 4	:	**Prosecution System**
4.1	:	Meaning, Purpose, Relevance and Need of Prosecution System.
4.2	:	Prosecution Organization in the States.
4.3	:	Need for Independent Prosecution Agency.
4.4	:	Relationship between Prosecution and Criminal Justice System.
Unit 5	:	**Prison System**
5.1	:	Prison and Prison Organization: Meaning, Structure and Functions of Prison Organization.
5.2	:	Types of Prisons and Correctional Institutions in India.
5.3	:	Modernization of Prisons in India; Reformation and Rehabilitation approach in Prisons.
5.4	:	Role of Professional Social Worker in Correctional Institutions.

Core Readings:

- Ahuja Ram, 2000, Criminology, Rawat Publications, Delhi.
- Banerjee,D, 2005, Central Police Organizations Part I and Part II, Allied Publishers Pvt. Ltd.
- Chaturvedi J.C, 2006, Penology and Correctional Administration, Isha Books Delhi.
- Guharoy Jay Tilak, 1999 Role of Police in Changing Society APH Publications.
- Gupta, Anand Swarup, 2007, Crime and Police in India, Sahitya Bhavan, Agra.
- Justice Malimath Committee on Criminal Justice Reforms, Universal Law Publication 2003.
- K. Padmanabhaiah Committee Police Reforms, 2001.
- Mehrajud-din Mir. 1984, Crime and Criminal Justice System in India, Deep and Deep Publications, New Delhi.
- Paranjape NV, 2012, Criminology and Penology with Victimology, Central Law Publications, Allahabad

Additional Readings:

- Reid, Sue Titus, 2006, Crime and Criminology. Mc. Graw Hill Publishers.
- Sharma, P.D., 1985, Police and Criminal Justice Administration in India. Uppal Publishing House in Delhi.
- Shweta, 2009, Crime, Justice and Society. MD Publications
- Srivastava Aparna, 1999, Policing in the 21st Century, Indian Institute of Police Administration.

Title of Course	:	**Perspectives of Social Work**
Elective Course	**:**	SWEC 15-A
Course Code	**:**	PSW
Year	**:**	Second
Level	**:**	3rd Semester
Course Objectives	**:**	• To understand the fundamentals of social work, concepts related to social work and its professionalism. • To learn the historical development of professional social work in India, UK and USA. • To familiarize with the skills and roles of a professional social worker along with its methods and approaches in various settings.
Course Outcomes	**:**	• Able to know the nature and development of professional social work in India and abroad. • Able to know the principles, values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings. • Able to explore and develop professionalism and the persona of a professional social work practitioner.
Course Content		
Unit 1 **1.1** **1.2** **1.3** **1.4**	**:** **:** **:** **:** **:**	**RadicalSocial Work** Radical Social Work: History, Emergence and Concept Radicalization of Social Work Radical Social Work Practice Radical Work in 21th Centuary
Unit 2 **2.1** **2.2** **2.3** **2.4**	**:** **:** **:** **:** **:**	**School Social Work** School Work: Meaning, Concept and Definitions School Social Work Practice in Educational Setting Models of School Social Work Role of School Social Worker
Unit 3 **3.1** **3.2** **3.3** **3.4**	**:** **:** **:** **:** **:**	**Green Social Work** Green Social Work: Meaning, Concept and Definitions Environmental Issues and Green Social Work Climate Change and Green Social Work Ethical Practices of Green Social Work
Unit 4 **4.1** **4.2** **4.3** **4.4**	**:** **:** **:** **:** **:**	**Clinical Social Work** Clinical Social Work: Meaning, Concept and Definitions Clinical Social Work and Pandemic Crisis Role and Importance of Social Work Clinics Clinical Intervention Society / Trauma Response Social Work

Unit 5	:	**Feminist Social Work**
5.1	:	Feminist Social Work: History**,** Meaning, Concept and Definitions
5.2	:	Stages and Models of Feminist Social Work
5.3	:	Feminist Movements in India
5.4	:	Feminist Social Work and Empowerment, Equity and Equality

Core Readings:

- Banerji, D. 1985.   Health and Family Planning Services in India, Lok Paksh : New Delhi. Banerjee, G.R. 1968. The Tuberculosis patient, Tata Institute of Social Sciences: Mumbai.
- Bajpai, P.K. 1998. Social Work Perspectives on Health, Rawat Publication: New Delhi.
- Dhooper, S.S. 1997. Social Work in Health Care in the 21st Century, Sage Publication: New Delhi.
- "Social Work in Medical Setting" Encyclopaedia of Social Work in India, Vol – III, pp – 172 – 178.
- Park, K. 1995. Preventive and Social Medicine, Banarsidas Bhanot: Jabalpur.
- Qadeer, I. 1985. "Health Services System in India: An Expression of Socio-Economic Inequalities", Social Action, Vol – 35, pp – 198 to 221.
- Shah, L.P. 1994. & Shah, H. A Handbook of Psychiatry, Vora Medical Publications: Mumbai.

Additional Readings:

- Verma, R. 1991. Warde, S.M. 1987.   Psychiatric Social Work in India, Sage Publication: New Delhi.
- Yesudian, C.A.K (ed.) 1991. Primary Health Care, Tata Institute of Social Sciences: Mumbai.
- Jill Barr,& Lesley Dowding (Eds.) (2015) Leadership in Health CareSAGE Publications.
- Harris, M. G. (Ed.) (2006) Managing Health Services: Concepts and Practice. Elsevier
- Daniel B. McLaughlin, & John R. Olson (Eds.) (2012). Healthcare Operations Management. Health Administration Press.

EC **15-** B**: Thoughts of Social Work**

Title of Course	:	Thoughts of Social Work
Elective Course	:	SWEC-15-B
Course Code	:	TSW
Year	:	Second
Level	:	3rd Semester
Course Objectives	:	• To understand the fundamentals of social work, concepts related to social work and its professionalism. • To learn the historical development of professional social work in India, UK and USA. • To familiarize with the skills and roles of a professional social worker along with its methods and approaches in various settings.
Course Outcomes	:	• Able to know the nature and development of professional social work in India and abroad. • Able to know the principles, values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings. • Able to explore and develop professionalism and the persona of a professional social work practitioner.
Course Content		
Unit 1 1.1 1.2 1.3 1.4	: : : : :	**Major Sociological Thoughts** Introduction to Theory Functionalism, System Theory, Elite Theory, Symbolic Interactionism Anomie and Deviance Marxism: Class struggle and Class Consciousness
Unit 2 2.1 2.2 2.3 2.4	: : : : :	**Social Institutions and Social Stratification** Social Learning Theory Social Exchange Theory Social Contract Theory Structural – Functionalism Theory
Unit 3 3.1 3.2 3.3 3.4	: : : : :	**Psychological Thoughts** Cognitive Behavior Theory Crisis Intervention Theory Psychodynamic Theory Problem Solving Theory
Unit 4 4.1 4.2 4.3 4.4	: : : : :	**Power and Authority** Power, Authority and Legitimacy Ideology, Hegemony and Discourse Knowledge and Power Power and Disciplinary Regime
Unit 5 5.1 5.2 5.3 5.4	: : : : :	**Government and Professional Institutions** Governance: Definition and Determinants of governance Inclusion, Participation, Representation, Civil society and governance. Democracy: Equality, freedom and rights. Major National and International Associations of Professional Social Work : ASSWI, NAPSWI, ISPSW, NASW, BASW, IASSW and IFSW

Core Readings:

• Giddens, A. (2003). Capitalism and Modern Social Theory, Cambridge: University Press.
• Giddens, A. (2013). Sociology Cambridge: Polity.
• Giddens, A., & Turner, J. H. (2007). Social Theory Today, Cambridge: Polity Press.
• Gupta, D. (2012). Social Stratification New Delhi, India: Oxford University Press.

Additional Readings:

• Haralambos, M., & Holborn, M. (2000). Sociology: Themes and Perspectives. London: Collins.
• Merton, R. K. (1968). Social theory and social structure, Glencoe IL Free Press
• Srinivas, M. N. (2009). Social Change in Modern India New Delhi: Orient Black Swan Private Limited.

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Internship

Title of Paper	:	**Internship / Block Placement**
Year	:	Second
Level	:	3rd Semester
Learner's Objectives	:	• To know the Agencies' nature, functions, staffing pattern and working of agencies. • To develop skills and maintain documentation. • To develop the newer learning by participating in the intervention processes with the various fields related to social work practice
Course Outcomes		• Able to know the Agencies' nature, functions and staffing pattern. • Able to develop skills and maintain documentation • Able to develop the newer learning by participating in the intervention processes
Nature Duration Role of the Students	: : :	Agency Based Block Field Work 4 weeks (one month) Participation in the supervision, assessment, monitoring and evaluation of the allotted agency work of interest area.

Core Course 16: Field Work Practicum (Programme Management)

Title of Paper	:	**Field Work Practicum**
Core Course	:	CC 16
Course Code	:	FWP 4
Year	:	Second
Level	:	4th Semester
Learner's Objectives	:	• To know the Agencies' nature, functions and staffing pattern. • To understand the areas of working of agencies and client's system. • Developing the knowledge about the basic skills and application of methods of social work.
Course Outcomes		• Able to know the Agencies' nature, functions and staffing pattern. • Able to understand the areas of working of agencies and client's system. • Develop the knowledge and insight about the basic skills and application of methods of social work.
Course Contents		
		Agency Based Concurrent Field Work

Core Readings:

➢ Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York: Houghton Mifflin Co.

➢ CIDT. (2001). Participation, Learning and Action. Walsall: University of Wolverhampton

➢ Garrett, Annett (1972) Interviewing – Its Principles and Methods, Family Service Association of America, New York

➢ Madhukar Indira (2000) Guidance and Counselling, New Delhi: Authors Press

➢ Nelson Jones, Richard, (1984) Practical Counselling and Helping Skills, London: Harper and Row

➢ Singh, R. R. (1985). Field Work in Social Work Education. New Delhi: Printway India

- Subedar, I. S. (2001), Field Work Trinning in Social Work. New Delhi: Rawat Publication.
- Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
- Verma, R.B.S. & Singh, Atul Pratap. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.
- Verma, R.B.S. & Singh, Atul Pratap. (2013). Standard Manual for Field Work Practicum in Social Work. Lucknow: New Royal Book Company

Additional Readings:

- Delhi School Of Social Work ed. (1957) Field Work Supervision – Report of Seminar, New Delhi: Delhi School of Social Work
- Government of India (1987) Encyclopedia in Social Work, New Delhi: Publication Division (Social Welfare Ministry).
- Kadushin, Alfred Harkness, Daniel (2005) Supervision in Social Work, New Delhi: Rawat Publication
- Kumar, S. (2002).Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
- Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd
- O'Hagan, Kieran, et al (2003) Competence in Social Work Practice – A Practical Guide for Professionals, London
- Patri Vasantha (2001) Counselling Psychology, New Delhi : Authors Press
- Singh, R.R.ed. (1985) Field Work in Social Work Education, New Delhi: Concept Publishing Company.

EC: 17A- Organizational Behavior and Organizational Development

Title of Paper	:	**Organizational Behavior and Organizational Development**
Elective Course		SWEC 17 - A
Course Code	:	OBOD
Year	:	Second
Level	:	4th Semester
Learner's Objectives	:	• Building an insight to organizational behaviour. • Understanding the concept of employee morale, motivation and employee counselling. • Knowing the organizational structure and communication.
Learner's Outcomes		• Able to build an insight to organizational behaviour. • Able to understand the concept of employee morale, motivation and employee counselling. • Able to know the organizational structure and communication.
Unit 1 1.1 1.2 1.3 1.4	: : : : :	**Introduction to Organizational Behavior** Organizational Behavior: Evolution, Concept, Meaning, Definitions, Objectives Organizational Behavior: Dimensions, Models, Approaches and Importance Industrial Psychology: Meaning, Definitions, Nature, Objectives and Scope Practical Application in Industrial Setting
Unit 2 2.1 2.2 2.3 2.4	: : : : :	**Understanding Employee Morale and Decision Making** Employee Morale: Meaning, Importance, Measures and Techniques of promoting Morale in the Organization. Motivation: Meaning, Definitions and Importance, Positive and Negative Motivation, Theories of Motivation. Attitude: Concept, Meaning, Definitions Importance and Theories Employee Counseling- Concept, Need, Methods and Techniques and Its Application in Industrial Setting.
Unit 3 3.1 3.2 3.3 3.4	: : : : :	**Introduction to Organizational Structure and Its Development** Organizational Development: Meaning, Definitions, Characteristics, Objectives, Process and Techniques. Organizational Development Interventions: Team Building, Survey feedback, Grid Training, MBO, T-Group Training, Sensitivity Training and Effectiveness of Training. Organizational Structure: Meaning, Definition, Nature, Forms and Formation of Organizational Structure. Organizational Change, Organizational Climate and Organizational Innovations.
Unit 4 4.1 4.2 4.3 4.4	: : : : :	**Introduction to Organizational Communication** Organizational Communication: Meaning, Component, Significance and Skills of Effective Communication. Principles and Process of Organizational Communication and Barriers in Organizational Communication. Types of Organizational Communication, and its Challenges. Models of Organizational Communication: Shannon and Weaver, Berlo, Schramm, Bearnlund, Interactive/Convergence, Constructionist and Linear.

Unit 5	:	Issues and Problems
5.1	:	Occupational Stress: Concept, Stressors, Impact on Employee and Employer, Stress Management.
5.2	:	Industry and Society: Industry as a Part of Social System, Socio-Cultural
5.3	:	Environment in Industry, Social Problems and Issues in Industry
5.4	:	Impact of Industrialization, Urbanization and LPG.

Core Readings:

➢ Ahuja K.K. (1990). Organizational Behaviour, New Delhi: Kalyani Publication.

➢ Davis. Keith (1997). Organizational Behaviour. New Delhi: Anmol Publication.

➢ Diwan, Parag and Aggarwal, L. N. (2002). Business Communication, New Delhi: Excel Books.

➢ Jitendra. M.D. (1998). Organization Communication. New Delhi: Rajat Publication

➢ Khanka.S.S (2000) : Organizational Behavior, New Delhi: Kitab Mahal Publication Ltd.

➢ Luthans,F. (2006). Organizational Behaviour, 11Ed, New Delhi: Tata McGraw Hill

➢ Mc Shane, S.L. & Von Glinow, M.A. (2000.) Organizational Behavior, New Delhi: Tata McGraw Hill.

➢ Robbins, P. (2010). Essential of Organizational Behaviour, 10 Ed, New Delhi: PHI

➢ Sudha. G.S. (2003), Management Concepts and Organizational Behaviour. Jaipur: RBSA

➢ Tyagi. Archana (1997), Organizational Behavior. New Delhi: Excel Books.

Additional Readings:

➢ Bhat, S. (2001)Management and Behavioural Process, Text and Cases, Mumbai: Himalaya Publishers

➢ Dwivedi R.S. (1995). Human Relations and Organizational Behaviour, New Delhi: MacMillan.

➢ Kalia H.L.: Industrial and Organizational Psychology, (2006) Volume I & II, New Delhi: Kalpaz Publication.

➢ Koontz & O 'Donnell, Essentials of Management, New Delhi: Tata McGraw Hill

➢ Shukla. M. (1996): Understanding Organizations, Organizational Theory & Practice, New Delhi: Prentice Hall of India.

➢ Sudha. G.S. (2003). Management Concepts and Organisational Behaviour. Jaipur: RBSA Publishers

➢ Wexley C Kenneth (1988) Organizational Behaviour and Personnel Psychology, Delhi: Surjeet Publication.

EC 17B- Health Education, Communication and Information

Title of Course	:	Health Education, Communication and Information
Course no.	:	SWEC **17 B**
Course Code	:	**HECI**
Year	:	Second
Level	:	4th Semester
Course Objectives	:	• To understand concept and importance of health education, communication and Health information system. • Students will analyze the influence of various socio- cultural and technological factors on health behaviors. • It aims to make students more aware about the importance of communication in teaching and constantly imparting their knowledge or transmitting information in health promotion.
Course Outcomes	:	• Students would understand about the concept and importance of health education, communication and Health information system. • Students would be able to analyze the influence of various socio-cultural and technological factors on health behaviours. • Students would also learn the importance and application of communication skills in public health settings.
Unit 1 1.1 1.2 1.3 1.4	: : : : :	**Introduction to Health Education** Health Education: Concept, Need and Objectives Approaches to Health Education, Content of Health Education Principles of health education
Unit 2 2.1 2.2 2.3 2.4	: : : : :	**Planning in health education** Models of health education, practices of health education Code of ethics for health education profession, barriers in health education Basic vocabulary in health education: Awareness, information, knowledge, skills, health literacy, beliefs and attitudes Community mobilization, community empowerment & development
Unit 3 3.1 3.2 3.3 3.4	: : : : :	**Health communication and behavior change communication** Communication–Meaning,Concept,process,channels and types barrier, IEC-Importance and role of IEC Development of IEC material Behavior Change Communication (BCC)
Unit 4 4.1 4.2 4.3 4.4	: : : : :	**Health information system** Concept of Health information system (HIS) Components of HIS, Source of HIS Global and Indian Health information System Relevant programmers of Health information system, HMIS

Unit 5	:	**Gate way to effective health promotion and wellbeing**
5.1	:	Health communication strategies
5.2	:	Barriers of effective health communication
5.3	:	Health education in pre-school child education and adult education
5.4	:	e-Health, m-Health, e-VIN (Electronic Vaccine Intelligence Network)

Core Readings:

- ➤ K.Park, Textbook of Preventive &Social Medicine, Banarsidas Bhanot Publishers Jabalpur India
- ➤ MarcBerg, Health Information Management, Routledge
- ➤ SundarLal, Adarsh, Pankaj, Textbook of Community Medicine(Preventive& Social Medicine), CBS Publishers, New Delhi
- ➤ Piyush Gupta, O.P.Ghai, Textbook of Preventive & Social Medicine CBS Publishers, New Delhi
- ➤ Glen G. Gilbert, Robin G. Sawyer, Elisa Beth McNeil, health Education-Creating Strategies for School and Community Health, Jones & Bartlett Learnings 4th edition 2015

Additional Readings:

- ➤ Oxford's Textbook of Public health, Fifth edition, Vol. 1,2,3
- ➤ David Seed house: Health Promotion-Philosophy, Prejudice and Practice, John wiley & Sons Ltd. 2006
- ➤ Manoj Sharma, R. Lingyak Petosa, Measurement and Evaluation for Health Educators, Jones Bartlett Learning 2014

EC 17C- Social Work Intervention with Youth

Title of Paper	:	Social Work Intervention with Youth
DSE Course		SWEC 17-C
Course Code	:	SWIY
Year	:	Second
Level	:	4th Semester
Learner's Objectives	:	• Understanding the concept of youth welfare and characteristics of Indian Youth. • Familiarizing with the policies and programs for the welfare of youth. • Developing knowledge about various intervention areas and strategies for dealing with problems of Youth.
Learner's Outcomes		• Able to understand the concept of youth welfare and characteristics of Indian Youth. • Able to familiarize with the policies and programs for the welfare of youth. • Able to develop knowledge about various intervention areas and strategies for dealing with problems of Youth.
Course Content		
Unit 1	:	**Understanding Youth Welfare and Development**
1.1	:	Youth: Concept, Meaning, Definition and Characteristics
1.2	:	Youth Welfare: Concept, Meaning, Definitions, Characteristics, and Model of Youth Work
1.3	:	Youth Development: Concept, Meaning, Definitions, Characteristics and Influencing Factors, Inter-generational Conflicts; Youth Power
1.4	:	Youth as a Change Agents in Socio-Political Movements, Role of Youth in Nation Building, Youth as Social Capital, Youth as a Partner of Development
Unit 2	:	**Needs and Problems of Youth Development**
2.1	:	Developmental Needs: Socialization of Youth, Education, Employment, Motivation and Sensitization, Development of Self-Identity.
2.2	:	Problems Faced by Youth: Educated Unemployment, Alienation, Addiction, Violence and Crime, Suicide, Youth Unrest, Sexuality-High Risk Behaviour, Sexual Preferences and Variance, Dependency on AI
2.3	:	Problems of Youth in Rural and Urban Settings: Absence of Facilities for Healthy Recreation, Alcoholism and Drug Dependency among Youth, Youth and Pornography, Youth and Migration.
2.4	:	Exploitation of Youth**:** Exploitation of Youth for Communalism, Terrorism and Naxalism, Trafficking of Girl Youth, Role of Youth against the Social Evils.
Unit 3	:	**Policies and Programs for Youth Development**
3.1	:	Policies for Youth Development: National Policy for Youth, Sports Policy, Education Policy, Employment Policy and HRD Policy.
3.2	:	Administrative Structure: Youth Welfare Administration at Central, State and District Levels, National Commission for Youth.
3.3	:	Schemes for Youth Development: Nehru Yuva Kendra Sangathan, National Youth Corps, National Programme for Youth & Adolescent Development, International Cooperation, Youth Hostels.
3.4	:	Development Programmes: Assistance to Scouting & Guiding Organisations, National Discipline Scheme, National Young Leaders Programme, National Service Scheme.

Unit 4	:	Institutional Guidance and Employment for Youth
4.1	:	Rajiv Gandhi National Institute of Youth Development (RGNIYD) YMCA, YWCA, Employment and Career Guidance
4.2	:	Youth and Entrepreneurship: Meaning of self-employment and Entrepreneurship,
4.3	:	Areas of Self-employment for Urban and Rural youth, developing Entrepreneurial Capabilities among youth
4.4	:	Youth Action, Youth and Media, Youth Counselling, Youth in the Context of Globalization
Unit 5	:	Intervention with Positive Youth Development
5.1	:	Conceptual Understanding Positive Youth Development: Competencies, Character, Confidence, Conection and Caring
5.2	:	Community Engagement Framework for Youth Development: Factors, Promoting and hindering Youth engagement
5.3	:	Social Work for Empowerment of Youth, Role of Social Workers in Youth Development
5.4	:	Peace Building Role of GOs, NGOs and Civil Society

Core Reading:
- Agenda Jayaswal (1992) Modernization & Youth in India, Jaipur & New Delhi: Rawat Publications.
- Ahuja, Ram (1996) Youth & Crime, Jaipur & New Delhi: Rawat Publications.
- Altbach, Philip G. (1970) The Student Revolution – A Global Analysis, Bombay: Lalvani Publishing House.
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- Simhadri Yedla C. (1992). Global Youth, Peace and Development, Delhi: Ajanta Publication
- Sirdharam, K. V. (1981). Indian Journal of Youth Affairs, New Delhi: Vishwa Yuvak Kendra

Additional Readings:

➢ Bill Whyte, 2008 Youth justice in practice: Making a difference (Social Work in Practice Series)Bristol University Press UK,Policy Press

➢ Dahama, O. P. & Bhatnagar, O.P. (1994) Education & Communications for Development Delhi: Oxford IBH

➢ For Youth Development reading material, (89-90) Hyderabad: NIRD,

➢ Mohit Chakrabharti (1997) Value Education: Changing Perspectives Delhi,Kanishka Pub.

➢ National Service scheme – Social Service Opportunities for Students in Slum Areas, Delhi School of Social Work.

➢ Perspective in Social Work – Journal of College of Social Work, Nirmala Niketan, Vol. XI No. 1, 96 Mumbai.

EC 17 D- Perspective on Urban Planning and Urban Development

Title of Paper	:	**Perspectives on Urban Planning and Urban Development**
DSE Course		SWEC 17 - D
Course Code	:	PUPUD
Year	:	Second
Level	:	4th Semester
Learner's Objectives	:	• Understand the basics of Urban community and Urban Planning. • Know the demographic and geographic distribution of communities. • Gain knowledge on LSG bodies and legal enactments, Geographical Information System.
Learner's Outcomes		• Able to understand the basics of Urban community and Urban Planning. • Able to know the demographic and geographic distribution of communities. • Able to gain knowledge on LSG bodies and legal enactments, Geographical Information System.
Unit I	:	**Understanding Urban Planning**
1.1	:	Urban Planning: Concept, Meaning, Definitions, Characteristics, Needs and Importance
1.2	:	Methods and Approaches to Urban Planning
1.3	:	Urban Social Problems: Pollution, Crime, Accidents, Prostitution, Drug
1.4	:	Addiction and Housing Urban Social problems: Human Trafficking, Juvenile Delinquency and Urban Traffic problems
Unit II	:	**Slum Dwellers and Urban Development**
2.1	:	Slums: Concept, Meaning, Definitions, Characteristics and Factors
2.2	:	Slum Clearance Board, Policy and Programs for Slum Dwellers
2.3	:	Urban Development: Concept, Meaning, Definitions, Objectives and Models
2.4	:	Urban Development: Programmes: Policies and Programmes
Unit III	:	**Understanding Urban Community Development**
3.1	:	Origin of Urban Community Development
3.2	:	Urban Community Development: Concept, Meaning, Need and Objectives
3.3	:	Urban Development Planning: Town and Country Planning Act and Nagar-Palika Act
3.4	:	Urban Development Planning: Urban Land Ceiling Act.
Unit IV	:	**Legal Framework**
4.1	:	History of Local Self Government
4.2	:	74th Amendments in the Constitution: Structure and Functions
4.3	:	Municipal Government Composition: Structure and Problems in Municipal administration.
4.4	:	Metropolitan Development Authority: Programmes and Limitations
Unit V	:	**Geographical Information System**
5.1	:	Geographic Information System: Concept, Meaning, Definitions and Nature
5.2	:	Geographic Information System: Process and Methods
5.3	:	Application of Geographic Information System in Urban development and Administration
5.4	:	Limitations in using Geographic Information System.

Core Reading:

- Arup (1994) Urbanization, slums, informal sector employment and poverty, B.R. Pub.

- Asthana M. and Ali, Sabir, (2003) Urban Poverty in India, New Delhi: Mittal Publication

- Berger Alan S. (1978). The City: Urban Communities and Their Problems Publication USA, WCB

- Bhattacharya.B (2010) Urbanization Urban Sustainability and the Future of Cities

- Bose Ashish 1978 India's Urbanization 1901 – 2000 New Delhi: Tata McGraw Hill Publishing company

- Cherunilam, Francis (1984): "Urbanization in Developing Countries", Bombay: Himalaya Publishres.

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- Diddee, Jayamala (1993) Urbanisation - Trends, perspectives and challenges, Rawat Pub.Jeipur.

- Francis Cherunilam 1984 Urbanization in Developing Countries. Mysore Himalya Publishing House

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- Kundn, Allrban (1994) Development and Urban Research in India, New Delhi: Khanal Publication.

- Kundu, Amitabh et. al., (2006): Handbook of Urbanization, New Delhi: Oxford University Press.

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➢ Rao Pratap M. (2012) Urban Planning: Theory & Practice 1st Edition New Delhi: CBS Publisher

➢ Ravindra Prasad D. 1989 Urban Renewal. New Delhi: Sterling Publishers.

➢ Sihng K. & Steinberz F (eds. 1996) Urban India in Crisis, New Delhi: New Age Publishers.

➢ Singh, A. M. & A. De Souza, (1990) Then Urban Poor Slum and Pavement Dwellers in the Major Cities of India, New Delhi: Manohar Publication.

➢ Singh, Shamsher, (1991) Urban Planning Development, New Delhi,

➢ Thudipara, Jacob (2007) (second edition) Urban Community Development, Jaipur: Rawat Publications.

➢ Thudipara, Jacob Z.(1993) Urban Community Development, Rawat Pub., New Delhi. Gill,

➢ Urbanisation and Urban System in India, Oxford University Press, New Delhi. Mitra,

Additional Readings:

➢ Jensen, J. T. and Keys, G., (2003): Mapping Urban History, International Association for History and Computing's XVth Conference, Tromso, Dennmark.

➢ Davis, Kingsley (1951), "The Population of India and Pakistan", New Jersey: Princeton University Press.

➢ Dutta, A. (1999): "Institutional Aspects of Urban Governance", in Mathur, O. P. (ed.) India: the Challenge of Urban Governance, National Institute of Public Finance and Policy, New Delhi.

➢ Jaybhaye, R., Mundhe, N. and Dorik, B., (2014): Site Suitability for Urban Solid Waste Disposal Using Geoinformatics: A Case Study of Pune Municipal Corporation, Maharashtra, India, International Journal of Advanced Remote Sensing and GIS, Vol. 3(1), pp. 769-783.

➢ Jensen, J. R. (2005): Introductory Digital Image Processing: A Remote Sensing Perspective, New Jersey: Prentice-Hall.

➢ Jensen, J. R. and Cowen, D. C., (1999): Remote Sensing of Urban/Suburban Infrastructure and Socioeconomic Attributes, Photogrammetric Engineering Remote Sensing, Vol. 65(5), pp. 611-622.

➢ Jensen, J. R., (1983): Urban/Suburban Land Use Analysis, Manual of Remote Sensing, Second Edition, ASP, Falls Church, pp. 1571-1666.

➢ Jha, R., Singh, V. P. and Vatsa, V., (2008): Analysis of Urban Development of Haridwar, India, Using Entropy Approach. KSCE, Journal of Civil Engineering, Vol. 12(4), pp. 281-288.

➢ Jilani, T., (2002): State of Solid Waste Management in Khulna City, Unpublished Undergraduate thesis, Environmental Science Discipline, Khulna University Khulna,   pp. 25-85.

➢ Johnson, M. P., (2001): Environmental Impacts of Urban Sprawl: A Survey of the Literature and Proposed Research Agenda, Environ Plan A, Vol. 33, pp. 717-735.

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➢ Mathur Om Prakash (1992), Asia's' Urban Transition: a Broad Based Survey of Emerging Issues, Working Paper No.29, New Delhi: NIPFP.

➢ Mathur, O. P. (1999), "Fiscal Innovations and Urban Governance" in Mathur, O. P. (ed.) India: the Challenge of Urban Governance, National Institute of Public Finance and Policy, New Delhi

➢ Mohan Rakesh and Shubhagato Dasgupta (2005). The 21st Century: Asia Becomes Urban, Special Articles, Economic and Political Weekly, 40(3): 213223(January, 15).

EC 17 E – Public Legal Education

Title of Course	:	**Public Legal Education**
SEE Course	:	SWEC 17- E
Course Code	:	PLE
Year	:	Second
Level	:	4th Semester
Course Objectives	:	• To learn about legal literacy and its related concepts. • To understand the judicial and legal system in India and its operational Instruments. • To understand the laws and acts on various important issues affecting the social system.
Course Outcomes	:	• Able to develop an insight on social legislations and its scope in relation to Indian Constitution. • Able to understand the judicial and legal system in India and its operational Instruments. • Able to explore the roles of social worker in dealing with legal issues at various levels
Course Content		
Unit 1 1.1 1.2 1.3 1.4	: : : : :	**Introduction to Judicial System** Judicial System: Structure of Courts Judicial Process: Substantive and Procedural Laws National Commissions for Women National Commissions for Minorities, SC, ST and OBC
Unit 2 2.1 2.2 2.3 2.4	: : : : :	**Indian Legal System** Social Welfare Legislation Constitutional Mechanism: Legislative, Executive and Judiciary Legal Services Authorities Act Right to Legal Aid
Unit 3 3.1 3.2 3.3 3.4	: : : : :	**Understanding Legal Literacy I** Legal Literacy: Concept, Meaning, Definitions, Need and Importance Related Concepts: Legal Consciousness, Legal Mobilization Legal Socialization and Legal Empowerment. Democratic Awareness through Legal Literacy
Unit 4 4.1 4.2 4.3 4.4	: : : : :	**Understanding Legal Literacy II** Lok Adalats: Purpose and Legal Provisions Legal Aid: Concept and History Legal Aid Schemes and Programmes Role of Laws in everyday Life
Unit 5 5.1 5.2 5.3 5.4	: : : : :	**Laws and Acts** Personal Laws in India: Pluralism and Democracy Laws relating to Dowry & Cyber Crime Right to Information Act & Consumer Protection Act 1986 Environmental & Climate Laws

Core Readings:

➢ Gangrade, K.D. (2008). Social Legislation In India Vol. 1 & 2, Concept Publishing Co. New Delhi.

➢ Govt. of India, (2003). Report of the Legal Aid Committee, New Delhi.

➢ Indian Social Institute (1992) Legal Education Series (no l-34), Indian Social Institute, Delhi.

Additional Readings:

➢ Mohapatra, A.R. (2001), Public Interest Litigation and Human Rights in India. Radha Publications, New Delhi

➢ Sankaran, K. and Singh, U.K. (2008) (eds). Towards Legal Literacy: An Introduction to Laws in India, London: Oxford University Press.

➢ Singh, Sujan (2010) Legal Aid-Human Rights to Equality, Deep and Deep, Publication, Delhi.

EC 18-A Labour Welfare, Labour Legislation and Social Security

Title of Paper	:	Labour Welfare, Labour Legislation and Social Security
DSE Course		SWEC 18- A
Course Code	:	LWLLSS
Year	:	Second
Level	:	4th Semester
Learner's Objectives	:	• Understand labor legislation and the different areas of legislation. • Gain knowledge about labor legislation and develop skills to deal with legislative function. • Improve insight about social security and various legislative functions.
Learner's Outcomes		• Able to understand labor legislation and the different areas of legislation. • Able to gain knowledge about labor legislation and develop skills to deal with legislative function. • Able to improve insight about social security and various legislative functions.
Unit 1 1.1	: :	**Understanding Growth of Protective Labor Legislation** Labor Legislation: Meaning, Need, Principle and Scope, Growth of Labor Legislation in India before and after Independence.
1.2	:	Factory Act: Objectives and Salient Features, Factory Act, 1948.
1.3	:	Mines Act, 1952: Salient Features, Objectives and Provisions.
1.4	:	Plantation Act, 1951: Salient Features, Objectives and Provisions.
Unit 2 2.1	: :	**Industrial Relation Legislations** Apprentice Act, 1961: Salient Features, Objectives and Provisions.
2.2	:	The Contract Labor (Regulation and Abolition) Act, 1970
2.3	:	The Employment Exchanges (Compulsory Notification of Vacancies) Act, 1959
2.4	:	Trade Unions Act
Unit 3 3.1	: :	**Determination of Wage and Bonus** Payment of Wages Act, 1936: Salient Features, Objectives and Provisions.
3.2	:	Minimum Wages Act, 1948: Salient Features, Objectives and Provisions.
3.3	:	The Payment of Bonus Act, 1956: Salient Features, Objectives and Provisions.
3.4	:	Equal Remuneration Act,1976
Unit 4 4.1	: :	**Understanding Social Security** Social Security: Concept, Objectives, Types and Scope
4.2	:	Social Security Provisions for Organized and Unorganized Sector
4.3	:	The Workmen's Compensation Act, 1923
4.4	:	The Maternity Benefits Act, 1961.
Unit 5 5.1	: :	**Social Security Provisions** The Employee State Insurance Act, 1948,
5.2	:	The Employee's Provident Funds and Miscellaneous Provisions Act, 1952
5.3	:	The Payment of Gratuity Act, 1972 and
5.4	:	New Pension Scheme and Family Pension Scheme.

Core Readings:

- Balchandani, K. R. (1977) Labour & Industrial Laws, Mumbai : Jeevan Deep Prakashan
- Shintre, V. P. (1979) Hand Book on Labour Laws : Labour Law Agency, Bombay
- Ajay Bhola, J.N. Jain. (2009). Modern industrial relations and labour laws. Regol Publications.
- Arun Monappa. (1989). Industrial relations. New Delhi: Tata Mcgraw-Hill
- BD Singh. (2010). Industrial relations and labour laws. New Delhi: Excel Books Publications
- Gaur.L. (1986). Trade Unionism and industrial relations. New Delhi: Deep and Deep
- Malik, P.K (2017). Industrial Laws, Vol. 1 & 2. 25th Ed. Lucknow: Eastern Book Company
- Jain J.N. (2009). Modern industrial relations and labour laws. New Delhi: Regal Publications
- Mamkootam Kuriakose. (1982). Trade unions myth and reality. New Delhi: Oxford University Press.

Additional Readings:

- Singh, B.D. (2010). Industrial relations and labour laws. New Delhi: Excel books
- Tripathi, P. C. & Gupta, C. B. (1990) Industrial Relations & Labour Laws, New Delhi: Sultan Chand & Sons
- Srivastava, K. D. (1982) Law Relating to Trade Unions in India, Ed. 2, Lucknow : Eastern Book Com
- Saiyed, I. A. (2001) Labour Laws, Mumbai : Himalaya Publishing House
- Giri,V.V. (1959). *Labour problems in Indian industry*. Bombay: Asia publishing house.
- Punekar S. D. etc. (1994): Labour Welfare, Trade Unionism and IR; Ed. 5. Himalaya Publication, Mumbai
- Chakrabarti, B. K. (1974) Labour Laws of India, Calcutta : International Law Book Centre
- Kumar, H. L. (1996) Employers rights under Labour Laws, Delhi: Universal Law Pub. Co.

EC 18-B Community and Public Health

Title of Paper	:	**Community and Public Health**
DSE Course		SWEC 18- B
Course Code	:	CPH
Year	:	Second
Level	:	4th Semester
Learner's Objective	:	• To familiarize with the concept community health & public health • Developing an understanding about health planning and New horizons of public health. • To get introductory knowledge about various health programmes in India and International health organizations
Learner's Outcomes		• Able to familiarize with the concept community health & public health • Able to Develop an understanding about health planning and New horizons of public health. • Able to get introductory knowledge about various health programmes in India and International health organizations
Unit 1 1.1	: :	**Introduction to Community and Public Health** Community Health: Concept, Definition, Brief History, Factors Affecting Health of Community
1.2	:	Public Health: Meaning, Concept, Definition and Objectives
1.3	:	Changing Concepts in Public Health
1.4	:	Social Health, Family Medicine, Population and Health, Community Diagnosis
Unit 2 2.1	: :	**Health Planning and Health Care** Health Planning in Health Care: Concepts, Health Committees, Planning Cycle
2.2	:	Health for All, Millennium Development Goals: Targets and Achievements
2.3	:	New Horizons in Public Health: Sustainable Development Goals, Telemedicine
2.4	:	National Health Mission, AYUSH, Medical Tourism
Unit 3 3.1	: :	**Relevant Health Programmes** Polio Eradication Program, RNTCP (Tuberculosis), Universal Immunization Programme - Objectives, Initiatives and Achievements
3.2	:	Vector Borne Disease Control Program, Diarrhoea Management Programme- Objectives, Initiatives and Achievements
3.3	:	Sexually Transmitted Disease and HIV/AIDS Control Program
3.4	:	Programmes Related to Control and Prevention of Non-communicable Diseases
Unit 4 4.1	: :	**Understanding International Organizations** Structure, Objective and Services of International Health Organizations - World Bank, WHO, UNICEF, UNFPA, UNDP
4.2	:	FAO, ILO, USAID, RED CROSS, Care- Structure, Objectives and Services
4.3	:	Voluntary Health Organizations in India
4.4	:	International Health Regulations

Unit 5	:	**Public Health and Nutrition**
5.1	:	Public Health Nutrition**:** Concept, Meaning, Definition, Brief History
5.2	:	Micronutrient Deficiency Disorders: Prevalence and Risk Factor
5.3	:	Under nutrition: Global and Indian Prevalence of Under nutrition, Risk Factors Consequences
5.4	:	Obesity: Prevalence and Risk Factors- Physical Activity and Inactivity, Screening of those at Nutritional Risk, Life Style Diseases

Core Readings:

➤ Carol Holtz, Global Health Care:Issues & Policies Jones and Bartlett Publisher, USA 2008.

➤ F. Douglas Scutchfield, C. William Keck, Principles of Publics Health Practice.

➤ G.R. Krishnamurthy, A.K. Singh, S. K. Bajpai- Indian Health Scenario (Perspectives and Dimensions) Serial Publication.

➤ Imrana Qadeer-Public Health in India (2011) Danish Books.

➤ J. S. Mathur- A Comprehensive Textbook of Community Medicine, CBS Publisher and Distributors 2008

➤ James F. Mckenzie, Robert R. Pinger, Jerome E. Kotecki, An Introduction to Community Health (Fifth edition) Jones and Bartlett Publisher, USA 2005.

➤ K. Park, Textbook of Preventive & Social Medicine, Banarsidas Bhanot Publishers Jabalpur India.

Additional Readings:

➤ Kumar R. Social and Preventive Health Administration, New Delhi: Ashish Publications. 1992.

➤ Mary Jane Schneider, Introduction to Public Health, Jones and Bartlett Publisher, USA 2004

➤ Oxfords textbook of Public Health Fifth edition Vol 1,2,3

➤ Piyush Gupta, O.P. Ghai, Textbook of Preventive & Social Medicine New Delhi: CBS Publishers,

➤ Sundar Lal, Adarsh, Pankaj, Textbook of Community Medicine (Preventive & Social Medicine), CBS Publishers, New Delhi

EC 18-C Social Work Intervention with Elderly

Title of Paper	:	**Social Work Intervention with Elderly**
DSE Course		SWEC 18- C
Course Code	:	SWIE
Year	:	Second
Level	:	4th Semester
Learner's Objectives	:	• Understanding the concept of elderly and gerontology background. • Familiarizing with the issues and available provisions related to elderly. • Gaining knowledge about the skills and strategies of social work intervention with the aged.
Learner's Outcomes		• Able to understand the concept of elderly and gerontology background. • Able to familiarize with the issues and available provisions related to elderly. • Able to gain knowledge about the skills and strategies of social work intervention with the aged.
Unit 1 **1.1** **1.2** **1.3** **1.4**	: : : : :	**Introduction to Elderly** Elderly: Concept, Definitions, Characteristics, Meaning and Definition of Gerontology, Evolution of Gerontological Social Work in India Demographical Profile of the Elderly at National and International Level Psychological and Sociological Theories of Ageing Changing Roles, Power and Status of Elderly and Guiding Principles of Working with Elderly
Unit 2 **2.1** **2.2** **2.3** **2.4**	: : : : :	**Needs and Problems Faced by Elderly** Status of Elderly in Different Family Types in India Issues of Neglect, Abuse, Violence and Abandonment and Changing Family Norms Physical, Mental, Sexual, Emotional, Economic, Social and Spiritual Aspects of Elderly Mental Health Consequences of Ageing: Anxiety, Depression, Suicide Tendencies and Dementia Issues Related to Social Security, Pension, Housing, Division of Property and Caring for the Elderly
Unit 3 **3.1** **3.2** **3.3** **3.4**	: : : : :	**Provisions Regarding Welfare of Elderly** Constitutional and Legal Safeguards for Elderly and International Concerns National Policy on Older Person, 1999 Maintenance and Welfare of Parents and Senior Citizen Act, 2007 Supportive Roles of National and International Organizations, Facilitative Role of Civil Society and Community Based Approached in Age Care
Unit 4 **4.1** **4.2** **4.3** **4.4**	: : : : :	**Services to Older Persons** Intervention in Improving Well-being and Quality of Life Counselling and Guidance Services for Preparation of Old Age Lifestyle Management and Retirement Plan Programme, Grief Counseling Livelihood and Family Related Interventions Community services, Self- help/support Groups of the Elderly as well as Care Givers, Institutional Services for the Elderly

Unit 5	:	**Intervention with Elderly**
4.1	:	Government Welfare Programmes and Schemes for Older Person
4.2	:	Role of Not-for-Profit Organization and Community Groups towards older
4.3	:	person
4.4	:	Role of Social Work Profession in Caring for Elderly,
		Social work Intervention in Hospice and Palliative Care

Core Reading:

➢ Butler, Robert Lewis, Myrna (1982) Ageing & Mental Health, London: C. V. Mosby Com Publication.

➢ Dhillon, Paramjeet Kaur (1992) Psycho Social Aspects of Ageing in India, Delhi: Concept Publication.

➢ Gurumurthy, K. G. (1998) The Aged in India, New Delhi: Reliance Publishing House.

➢ Hooyman, N. R., & Kiyak, H. A. (2011). The Growth of Social Gerontology. In Social Gerontology: A Multidisciplinary Perspective (9th ed., pp. 3-42). Boston, MA: Pearson Education.

➢ Ian, S. (2000). The Psychology of Ageing. Jessica Kingsley Publish.

➢ Kane, M., Lacey, D., & Green, D. (2009). Investigating Social Work Students' Perceptions of Elders' Vulnerability and Resilience. Social Work in Mental Health, 7(4), 307-324.

➢ Min, J. W. (2005). Cultural Competency: A Key to Effective Future Social Work with Racially and Ethnically Diverse Elders. Families in Society, 86(3), 347-358

➢ Moody, H.R. (2009). The Moral Economy of Retirement. Generations, 33(3), 27-33.

➢ Morgan. K., Weisz. & Schopler. (1993). Introduction to Psychology. New York: Tata McGraw Hill

➢ Phillips, Judith et al : Social Work with Older People (4th edition) New York , Palgrave McMillian

➢ Shah. V.P.(1993),The Elderly in Gujarat,(Project report),Ahmadabad: university, Department of Sociology

➢ Sharma, M. L., Dak, T. M. (1987) Ageing in India, New Delhi.

➢ Timothy, Brubaker (1990) Family Relationships in Later Life, California: Sage Publication

➢ Wang, D., &Chonody J. (2013). Social Workers' Attitudes toward Older Adults: A Review of the Literature. Journal of Social Work Education, 49(1), 150-172.

Additional Readings:

- Brubaker Timothy (1990) Family Relationships in Later Life, California : Sage Publication

- Ginn, Jay., and Arber, Sara., (1991). Gender, Class and Income Inequalities in Later Life. The British Journal of Sociology.; 42(3), Sept: 369-396.

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- Rajeev Ahuja (2003). "Old-Age Income Security for the Poor", Economic and Political Weekly, September 13,

- Ramamurti P.V., Jamuna D., (Ed.), (2004). Hand Book of Indian Gerontology, New Delhi: Serials Publications.

- S. Irudaya Rajan, Gayathri Balagopal (2017). Elderly Care in India: Societal and State Responses New Delhi: Springer Publication.

- Suresh Chandra, (2001). Hale & Hearty Every After Fifty, Delhi: Pustak Mahal,

- Tattwamas Paltasingh(2015). Caring for the Elderly: Social Gerontology in the Indian Context New Delhi SAGE India

- Vijaykumar S., (1991). Family Life and Socio-Economic Problems of the Aged, Delhi: Ashish Publishing House.

- Vineeta Pai, (2000). Coping with Retirement, NESCO Club. Naganur: Karnataka, India.

EC 18-D Social Work Intervention with Tribal Community

Title of Paper	:	**Social Work Intervention with Tribal Community**
DSE Course		SWEC 18- D
Course Code	:	SWITC
Year	:	Second
Level	:	4th Semester
Learner's Objectives	:	• Understand the basics of Tribal communities. • Know the demographic and geographic distribution of Tribal communities. • Develop an insight to the various problems related to Tribal Development
Learner's Outcomes		• Able to understand the basics of Tribal communities. • Able to know the demographic and geographic distribution of Tribal communities. • Able to develop an insight to the various problems related to Tribal Development
Unit I	:	**Understanding Tribal Development**
1.1	:	Tribal Development: Concept, Meaning, Definition, Characteristics and Needs
1.2	:	Approaches and Perspectives to Tribal Development: Assimilation and Integration; Environmental, Gandhian Perspectives, MADA and Mini MADA
1.3	:	Tribal Development Model: WADI, WAYANOD and Tribal Sub-plans
1.4	:	Tribal Development Movement in India
Unit II	:	**Problems and Issues of Tribal Development:**
2.1	:	Social Problems: Social Exploitation, Migration, Communication, Illiteracy, Early Marriage Challenges in relation to Culture and Traditions
2.2	:	Economic Problems: Poverty, Unemployment, Bonded Labour, Surface Transport Roads and Land alienation
2.3	:	Political Problems: Tribal Power Structure, Challenges of Development Projects, Land Mafia and Displacement, Challenges of Unity and Faction
2.4	:	Health Problems: Malnutrition, Sickle Cell Disease, Skin Diseases, Safe Drinking Water and Sanitation, Women's Health, HIV/AIDS
Unit III	:	**System and Administrative Development**
3.1	:	Tribal Economic System: Tribal and Forest Economy, Forest Goods, Goods Exchange Method (BARTER), Joint Forest Management
3.2	:	Tribal Political System: Traditional and Current Power structure and Impact of 73rd Amendment
3.3	:	Administrative Structure: Structure and Functional Mechanism at Central, State and District
3.4	:	National Commission for Scheduled Tribes, Tribal Cooperative Marketing Development Federation of India, Tribal Research Institute
Unit IV	:	**Policies and Programmes**
4.1	:	Tribal Development Policy in India
4.2	:	Tribal Development Programmes: IRDP, JRY, PMRY, TRYSEM, VKY, Eklavya Model Residential School Programme
4.3	:	Role of Bureaucracy and NGO in the Implementation of Tribal Welfare Scheme
4.4	:	Role of Five Year Plans and NITI Ayog in Tribal Development
Unit V	:	**Social Work Intervention with Tribal Community**
5.1	:	Social Work Intervention Strategies for Tribal Communities
5.2	:	Application of Social Work Methods and Role of Social Worker
5.3	:	Ethics adopted to Solve Tribal Problems
5.4	:	Role of Voluntary Agencies in Rural and Tribal Development

Core Readings:

- Puttaraja(2018) policies and Programmes for tribal Development in India, Germany: Lamnert Academic Publication.

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Additional Readings:

- Govt. of India (1983). Reports of the Commissioner for Scheduled Castes & Scheduled Tribes. New Delhi: Ministry of Home Affairs

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EC 18-E Human Rights and Social Justice

Title of Course	:	Human Rights and Social Justice
Elective Course	:	SWEC 18-E
Course Code	:	HRSJ
Level	:	4th Semester
Year	:	Second
Course Objectives	:	• To understand human rights and identify the inequalities existing in the society with special reference to the Indian context. • To understand the different theories of human rights. • To learn the concept of Social Justice and the vulnerable sections affected by it.
Course Outcomes	:	• Understand a clear insight of the human rights philosophy and provisions at the national and inter-national level. • Able to know the importance social justice as a core value of social work profession and also the injustices existing in society and measures to mete it. • Able to analyze the inequalities and mal treatment of people at the minutest level in society.
Unit 1	:	Introduction to Human Rights
1.1	:	Human Rights: Concept, Sources and Classification (Natural, Moral and Legal)
1.2	:	Basic Concept: Values, Dignity, Liberty, Equality, Justice, Unity & Diversity, Inherent, Inalienable, Universal and Individual
1.3	:	First and Second Generations of Human Rights
1.4	:	Third and Fourth Generations of Human Rights
Unit 2	:	History and Philosophy of Human Rights
2.1	:	Human Rights History: International Perspective
2.2	:	Human Right Movements in India: National Freedom Movement, Dalit and Women's Movements
2.3	:	Theory and Philosophy of Human Rights: Natural Right Theory
2.4	:	Liberal Positivist Theory and Marxist Theory
Unit 3	:	Human Rights in India
3.1	:	Constitutional Provisions and Laws related to Human Rights
3.2	:	National and State Human Rights Commission: Structure and functions
3.3	:	Violation of Human Rights: Social, Political and Economic Dimensions
3.4	:	Factors of and Consequences for Violation of Human Rights
Unit 4	:	Understanding Social Justice
4.1	:	Social Justice: Concept, Meaning, Definition and Features
4.2	:	Approaches and Philosophy of Social Justice
4.3	:	Constitutional and Legal Provisions for social justice
4.4	:	Role and Functions of Civil Society Organization for Social Justice
Unit 5	:	Social Justice Provisions
5.1	:	Social Justice for Vulnerable Sections: Minority and SC/ST
5.2	:	Social Justice for Vulnerable Sections: Slum Dwellers and Indigenous Population
5.3	:	Schemes for Social Justice and Empowerment
5.4	:	International Social Justice Provisions

Core Readings:

- Alcock, P., A. Erskine and M. May (eds.). (1998). The Student's Companion to Social Policy. Oxford: Blackwell/ Social Policy Association
- Baxi, U. (2002), The Future of Human Rights. Oxford University press, New Delhi
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Additional Readings:

- Hallen G.C. 2007 Dynamics of Social Security, Rastogi Publication: Meerut.
- Hughes, G. and G. Lewis (eds.). (1998). Unsettling Welfare: The Reconstruction of Social Policy. Routledge, London
- Hungama For Change. (2012). The Hungama Survey Report– 2011. Naandi: Hyderabad

Guidelines for writing Dissertation of MSW Course MSW:

Dissertation

Social Work is a profession as well as an academic discipline, which aims to enhance the social functioning of the Individual/Groups and Communities, by the application of some very scientifically developed Methods. The discipline of Social Work is committed to work both in the Micro as well as Macro level, i.e. it works directly with the individuals and small group at the same time it works with large communities, and engages itself with in advocacy, networking as well as policy formulation. According to the International Federation of Social Work 2014 "Social work is a practice based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing" From the above definition of Social Work, it is clear that Social Work is completely devoted to Humanity and create such living conditions which enables each and every one of the society to live with peace, harmony and dignity. Social Work is therefore more concerned with thoroughly investigating into those social conditions which are responsible for giving rise to some social problem by perhaps deviating from the social norms. Social Work Researchers thus needs to probe into these problems by carrying out in depth investigations to understand the ground realities and explore the root cause of these social abnormalities. Before going any further we must have to realize the fact that, human beings often fall easy prey to these social problems, from which they cannot come out of their own. Thus we first have to understand, why do people suffer from these problems, how does these problems arise, who are responsible for creating these problems, to what extend do these problem exist in our societies, how do we perceive such problems and how can we put an end to these problems. It is the duty of the Social Workers to answer these questions, and this can be done by understanding some theories and perspectives of Social Work which will help us to go deep into the matter and frame our views in this connection These theories help us to know why certain things happened and what may be its consequences in the future. Social Work Discipline, is to a great extend influenced by Sociology and Psychology. Thus most of the theories are borrowed from some allied disciplines while some theories are developed keeping in mind the core indigenous perspectives of Social Work also.While

understanding these social situations we may consider the following Theories which may help us to carry out our investigations-

Theories for Social Work (Borrowed from other discipline)

- Theories of Personality
- Learning Theory
- Behavioural theory
- Cognitive theory
- Theory of Social Disorganization
- Theory of Social Stratification
- Social Control Theories\Theories of Social Deviances
- Anomie Theory
- Critical Theory
- Conflict Theory
- Social Choice Theory
- Differential Association Theory
- Labelling Theory
- Compensation Theory
- Feminist Theory
- Post Modern Theory

Theories of Social Work (Indigenous Theories)
- Ecosystem Perspectives
- Strength Perspectives
- Anti-oppressive Theory
- Crisis Intervention Theory
- Family life cycle theory

Social Work Research Methodologies-

Social Work must have its own indigenous Methodologies to investigate cause and effects of the Social Problems. This is a discipline which explores, analyzes, describes and understand the various social relationships and their impact on the lives of the human beings. Therefore, Social Work may adopt both Positivist as well as Heuristic epistemologies for carrying out its investigations. Positivist approach will help us to carry out an evidence-based Research, and the information thus gathered will be helpful in chalking out more effective problem solving practices. The Heuristic approach on the other hand helps to understand the problem from the respondent's own perspective and thus gives a rich detail to the problem and increases the scoped for inclusion of marginalized segment also. Thus the Researcher must be innovative enough in

planning a Research Methodology which would be in accordance with the area selected for carrying out the research.

DEPARTMENT OD SOCIAL WORK

UNIVERSITY OF LUCKNOW

MASTER OF SOCIAL WORK (MSW)

(w. e. f. 2025 – 2026 onwards)

Field Work Practicum Manual

Semester	Core Paper No.	Field Work Practicum
Semester - I	CC- 04	I
Semester – II	CC- 09	II
Semester – III	CC- 12	III
Semester-IV	CC- 16	IV
Block Placement / Internship	-	-

Introduction:

The nucleus of Social Work Education is the Field Work Programme which is a fundamental component of the curriculum. The field work practicum is the central mechanism for transmitting theoretical knowledge into the practical level of work. Practice learning in social work training plays a pivotal role in providing the students with an opportunity to explore, learn and develop professional skills necessary for working with people, the essence of the profession. It has several components that help the students to develop a holistic understanding of the problems, situations, their causative factors and the possible strategies of intervention.

Objectives of Field Work:

The fieldwork programme has been designed to achieve the following objectives:

1. To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of causative and maintenance factors of social problems and their consequences
2. To provide students with an opportunity to apply theories in practical situations for problem solving with individuals, groups and communities
3. To help students identify, plan and implement social work interventions through the application of the methods of social work and to assess their impact on different client systems in various specialisations.
4. To help students appreciate the role of social work profession empowering individuals, groups and communities and in facilitating social change, ensuring human rights and social justice

5. To help students develop skills and appropriate personality qualities required for professional social work practice
6. To provide opportunities to accept challenges and respond to them
7. To understand the nature of social work practice in different specializations

Field Work Grid

Semester	Type of Field Work	Duration (Days)	No. of Hours	Credits	Marks	
					Int.	Ext.
I	Orientation (2)					
	Practice Skill Laboratory (6)					
	Observation Visits (8)					
	Rural Camp(8)	**24**	**180**	**6**	**40**	**60**
II		**24**				
	Concurrent Field Work (24)		**180**	**6**	**40**	**60**
III	Concurrent Field Work (16)					
	Study Tour (8)	**24**	**180**	**6**	**40**	**60**
IV	Concurrent Field Work (24)	**24**	**180**	**6**	**40**	**60**
	Block Placement (Course Completion Requirement)	**30**	**-**	**2**	-	-
Total		**126**	**-**	**26**	**160**	**240**

- For MSW Social Work course   2 days of Field Work = 2 x 7 1/2 = 14hours

- For Work Load of the Teachers   14 hrs of Field Work = 1/3 of teaching hours

Core Paper No. IV - Field Work Practicum I

General Objectives:

1. To get exposed to wider area of social realities at the micro level
2. To develop analytical and assessment skills of social problems at the level of individual, group and community and local, regional, national and international dimensions
3. To acquire documentation skills to ensure professional competence
4. To develop the right values and attitudes required for a professional social worker

Components:

1. Orientation
2. Practice Skill Laboratory
3. Observation Visits
4. Rural Camp

Orientation:

The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially marginalized and weaker sections. They are made aware of the existing resource base available for their development and ways of mobilizing them and motivating them to initiate work in the field. The knowledge and skill base of the students is supplemented by supportive field instructions given by academicians and field practitioners throughout the year. The contents of the Orientation Programme are:

1. Introduction to Social Work Profession
2. Fieldwork in Social Work Education
     a. Rules and Regulation

     b. Supervision

     c. Recording

     d. Evaluation

 3. Methods of working with people

     a. Social Case Work

     b. Social Group Work

       c. Community Organization ,l

       d. Social Action

       e. Research in Social Work

       f. Social Work Administration

4. Areas/Settings of Social Work Practice

5. Understanding of the Department's Projects

6. Interactive Sessions for the purpose of

       a. Introduction to the faculty

       b. Getting to know each other

       c. Interaction with seniors and alumni (Sharing of field experiences)

       d. Adapting to the new environment

Duration: 2 Days

Practice Skills Laboratory:

The Lab provides structured experiences which gives an opportunity of "learning by doing" in a supervised environment. Learning about social realities, others and self is essentially through inputs, group experiences and simulation games. The lab sessions equip students with knowledge, attitudes and practice skills in keeping with social work values, beliefs and ethics. The students get exposed to rural realities existing in society, a critical analysis of such situations and the need to work towards human development. The lab consists of sessions on:

1. Communication skills and Interpersonal Relations
2. Analysis of Indian Society and Social Problems
3. Leadership and Personality Development
4. Values and Ethics in Social Work
5. Reality walk – meeting Social Work Professionals

Duration: 6 Days

Observation Visits:

The Observation Visits aim to make the students get oriented to the objectives, administrative structure and process and the client system of various organisations in the field of social work, such as non-governmental organisations involved in welfare and development activities, government bodies involved in development work, hospitals and health care organisations, organisations in the

care of aged, women and children and Corporate Social Responsibility initiatives of corporate organizations.

Duration: 8 Days

Objectives:

1. To develop an understanding of the rural social structures and cultural processes with special reference to specific groups experiencing poverty and deprivation
2. To develop an understanding of the level of government intervention in relation to below the poverty line groups in the area and the related structure of decision–making and intervention
3. To develop the capacity to make a critique of the intervention of both the voluntary organisations and the Government Agencies in relation to the specific Below the poverty line group
4. Through experience in group living, appreciate its value in terms of self-development, interpersonal relationships sense of organisation, management and mutual responsibility
5. To acquire skills in planning, organizing, implementing and evaluating the camp

Core Paper No. VIII – Field Work Practicum II

General Objectives:

1. To understand the agency as a system –governance, philosophy, objectives, structures and management of services/ programmes

2. To develop the ability to involve the client system in the problem solving process, utilizing skills of social work interventions, including research

3. To enable to acquire knowledge and practice skills related to social work methods at the individual, group and community level in different fields

4. To develop documentation skills

5. To develop skills in identifying and utilizing community resources, both at Government and private levels

6. To develop the ability to work as a team

7. To reinforce the belief in the inherent strength of the people to meet their needs and resolve their problems

8. To enable to make conscious application of professional values, ethics and principles

9. To develop an understanding and skills in working with the professionals (Medicine, Law, accountancy etc.)

Components:

Concurrent Field Work:

The broad aim of concurrent field work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision. During the concurrent field work, students are expected to fulfill certain requirements namely,

Skills in Organizational Involvement:

While working with the agency of placement, the students should

1. Develop beginning perceptions about agency functioning and identify congruence or gaps between organizational stances or programs and client's service needs (e.g. restrictive intake policies, inadequate office hours, poor referral system for resources).

2. Initiate learning about how outside regulations, organizations and funding effect delivery of services.

3. Show beginning ability to identify problems/issues in organizational terms.

4. Demonstrate beginning initiative and involvement in efforts to influence agency processes on behalf of client's needs (e.g. at least, bringing situation to attention of someone who may be receptive and able to be influential).

5. Develop beginning confidence to participate and contribute to team effort, e.g. represent own discipline, develop some credibility, present own thinking, receptive to others' ideas.

Working with Individuals:

Each student should get exposed to the practice of Social Case Work with the guidance of the supervisors and submit the record of each session.

Working with Groups:

Each student should get exposed to the practice of Social GroupWorkwith guidance of the supervisors and submit the case records.

Community Organisation:

Each student should organise a community organisation in his/her field work agency.

Duration: 24 Days

Core Paper No. XIII – Field Work Practicum III

Components:

1. Concurrent Field Work based on Specialisations

2. Study Tour

Objectives of Field Work based on Specializations:

Community Development

Rural Community Development

Objectives:

1. To study the rural and semi rural life in all its ramifications including group dynamics and power structure in rural community
2. To develop an understanding of the process of programme formulation and programme management of the rural local bodies, government and non government agencies
3. To develop positive attitude to work in a rural community setting and to acquire the skills such as public relations, fact findings, leadership, networking, fund raising, budgeting, report writing, lobbying and advocacy required for a development worker
4. To enable to work with disadvantaged groups in rural areas
5. To enable to plan and implement methods, tools and techniques for intervention based on the needs of the community

Tasks

1. Administrative set up of Panchayati Raj Institutions (PRIs)
2. Panchayat Raj members, their socio-economic and caste status
3. Coordination of block level administrative personnel with elected person at different levels
4. Decision making process: type of problems that come before Panchayat Union and Village Panchayat, who initiates various development projects and process of assessing them. How decisions are made- manipulations, lobbying, pressure tactics used
5. Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice

6. Application of the principles of Rural Community Development
7. Application of methods of professional social work in rural setting
8. Identify/ study/ explore the rural problems covering the following aspects:
   a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services.

   b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education and welfare (Social Audit)

   c) The problem as perceived by the i) rural community/ village / client system ii) rural local body iii) field work agency and iv) professional social work trainee

Medical and Psychiatric Social Work*

Medical Social Work

Objectives:

1. To equip the students with the necessary assessment skills to understand the psycho-social problems of the patient and family with respect to the consequences of the disease and disability
2. To enable the students to practice the methods of Social Work, particularly, Social Case work and Social Group Work
3. To enable the students to function as a member of the Multidisciplinary team with respect to the Medical, Physical and Psycho-social Treatments
4. To enable the students to develop a Rehabilitation Plan with respect to long-term illness & Disability
5. To enable the students to understand the national health programmes and its implementation at community level

Tasks:

1. Involve in the preparation of psycho-social assessment of the patient in relation to the consequence of disease and disability.
2. Develop and implement intervention strategies with family and community as social support systems
3. Apply Social Case Work (includes identification, assessment, intervention, rehabilitation and follow-up)
4. Identify & undertake Group therapeutic sessions
5. Organise a need based/ setting based Community Health Programme

6. Function as a member of the Multidisciplinary team
7. Network with other organizations and advocate when necessary
8. Document and maintain records

Human Resource Management

Manufacturing/ Service/ IT Sectors

Objectives:

1. To practically understand the concept of Industrial Relations and to acquire the related competencies
2. To familiarize with the Labour Legislations
3. To learn to apply the various methods of Social Work in various Industrial Settings
4. To observe the application of various Labour Welfare measures
5. To observe the practice of current trends in HR
6. To provide opportunity for the integration of class room learning and field practice
7. To acquire human resource management skills
8. To observe the CSR activities
9. To develop skills to organize people to meet their needs and solve their problems
10. To make innovative contributions to the organization functioning
11. To represent HR profession in inter disciplinary terms
12. To carry out application oriented mini – research projects
13. To utilize field instructions for enhancing and integrating professional growth in Human Resource

Tasks:

I Organisational Profile

History of the Agency, Organisation Chart, The Products/ Services, Branches/ Units, Workforce, Line and staff management, Structure and functions of the Human Resource Department

II Areas of Personnel Functions

- Manpower Planning (Need Analysis)
- Recruitment (Advertisement/ Consultancies /Campus /Other Bureaus/ Sources)

- Types of Employees (Contract/ Temporary/ Permanent/ Part-Time)
- Selection (Interview/ Written Test /Group Discussion / Physical examination
- Induction and Placement, Promotion and Transfer
- Training and Development (Need Analysis/ Types/Outsourcing)
- Disengagement - Retention, Resignation/ Termination and Retirement (Exit Interviews)
- Time Office(Daily Attendance/ Swiping Cards/ Attendance Register)
- Hours of Work (Time In/Break/ Movement Register/Period of Rest/ Time Out)

Leave and Holidays (Casual Leave/ Medical Leave/ National and Festival Holidays etc.)

Wage and Salary Administration (Daily/ Monthly/ Hourly/ Time- Rate/ Piece- Rate)

Social Security Benefits (Social Insurance/ Social Assistance)

Employee Service Register, Communication

Employee Appraisal (Ranking/ Free Essay/ 360 degree Appraisal), Balance Score Card, Succession Planning

III Industrial Relations Functions

IR at Shop Floor & Plant Level (Works Committee/ Joint Production Committee/ Joint Management Councils

Grievance Handling - Grievance Settlement Procedure

Works Standing Orders (Employee Discipline/ Domestic Enquiry/Absenteeism/ Alcoholism/ Punishment)

Employers' Association, Trade Unions, Collective Bargaining - The Agreements, Strikes, Lock- Outs and Retrenchment

IV Labour Welfare Measures

Intra Mural and Extra Mural - Statutory and Non Statutory Measures (Housing/ Crèche/ Canteen/ Credit and Consumer Co-operatives)

Safety and Accident Prevention, Industrial Health and Hygiene (Occupational Diseases/Hazards), Industrial Mental Health (Screening and Detection/ Stress/ Fatigue/ Burn Out), Employee Counselling

Workers' Education, Recreation, Other Welfare Measures

V Labour Legislations

Legislations applicable to the Organisation

VI Others

TQM, ISO, Use of OD Techniques, CSR Activities

Family and Child Welfare

Objectives:

1. To enable the students to acquire the necessary assessment skills to understand family life and intervention
2. To enable the students to practice the methods of Social Work in Family and Child Welfare setting
3. To equip the students with necessary skills for the therapeutic and service oriented intervention
4. To enable the students to develop a Plan for Assessment and Goal setting for Family and Child Rights intervention

Tasks:

Assessment of families through Ecomap, Genogram and Family Dynamics

Applying interventions with families - Crisis Intervention, Family System Intervention, Family Counselling for Self Help groups

Practicing Family Life Education

Working with Families in difficult circumstances (HIV/ disaster, displacement)

Planning and Organising Training Programmes

Field Exposure Visit (Study Tour)

Duration: 08 Days

The aim of study tour is to provide an exposure for the students to other Schools of Social Work and well known organizations (common and specialization based) involved in the practice of social work outside the jurisdiction of University of Lucknow. The Place and the days shall be decided by the department in consultation with the students. The students are expected to observe the differences and nuances in such organizations with respect to their concurrent field work agencies in terms of service delivery. Internal Assessment of 30 marks will be based on the detailed report of the Field exposure visit (study tour) required to be submitted to the Department within 15 days after the study tour.

Duration: 8 Days

Core Paper No. XVIII – Field Work Practicum IV

Components:

Field Work Based on Specialisations

Block Placement

<u>Community Development</u>

Urban Community Development

Objectives:

1. To focus on urban community life pattern – its social, economic, political and cultural aspects with specific focus to informal settlements, their needs and problems
2. To develop skills in identifying and utilizing urban community resources both governmental and non governmental agencies
3. To sharpen the urban community development skills such as influencing grass root urban leaders, rapport building, organising, resource mobilization, recording, advocacy and lobbying
4. To develop skills in communicating, fact finding, fund raising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation
5. To help the trainee gain insight into the components of Urban Community Development
6. To enhance competencies to assess and analyse urban problems, needs and service delivery.
7. To enhance the capacity to recognise the linkage between urban community development and the practices in the field in terms of policy and programmes.

Tasks:

1. Observation visit to urban community / slums (informal settlements)
2. Analysis of their socio-economic conditions
3. Application of the principles of Urban community development
4. Application of professional social work methods in urban setting
5. Organizing and mobilizing urban community/ slums in participatory mechanisms/ structures
6. Identify/ study/ explore the urban problems covering the following aspects:

a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, grass root urban leadership, occupation, housing, available social services etc.

b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem

c) The problem as perceived by the i) urban community/ slum / client system ii) urban local body iii) field work agency and iv) professional social work trainee

<u>Medical and Psychiatric Social Work*</u>

Psychiatric Social Work

Objectives:

1. To equip the students with the necessary skills for the Psychosocial assessment of persons with mental disorders and disabilities
2. To apply the methods of Social Work in the management of persons with mental disorders
3. To enable the students to apply the theoretical approaches in practice and develop necessary skills for practice
4. To enable the students to develop and implement a programme for Community Mental Health
5. To acquire skills of networking and advocacy

Tasks:

Analyzing the person in the mental health environment

Practice Psychiatric Case History Taking and psycho social assessment

Assess the health/ welfare needs of various groups and the agency's response to meet these needs

Study the disease profile and critically analyse the impact of the disease/ problem/ disability on the individual, family and society

Applications of the methods of social work in the agency and integrate theory and practice in intervention

Human Resource Management

Manufacturing/ Service/ IT Sectors

Objectives:

1. To practically understand the concept of Industrial Relations and to acquire the related competencies
2. To familiarize with the Labour Legislations
3. To learn to apply the various methods of Social Work in various Industrial Settings
4. To observe the application of various Labour Welfare measures
5. To observe the practice of current trends in HR
6. To provide opportunity for the integration of class room learning and field practice
7. To acquire human resource management skills
8. To observe the CSR activities
9. To develop skills to organize people to meet their needs and solve their problems
10. To make innovative contributions to the organization functioning
11. To represent HR profession in inter disciplinary terms
12. To carry out application oriented mini – research projects
13. To utilize field instructions for enhancing and integrating professional growth in Human Resource

Tasks:

I Organisational Profile

History of the Agency, Organisation Chart, The Products/ Services, Branches/ Units, Workforce, Line and staff management, Structure and functions of the Human Resource Department

II Areas of Personnel Functions

- Manpower Planning (Need Analysis)
- Recruitment (Advertisement/ Consultancies /Campus /Other Bureaus/ Sources)
- Types of Employees (Contract/ Temporary/ Permanent/ Part-Time)
- Selection (Interview/ Written Test /Group Discussion / Physical examination
- Induction and Placement, Promotion and Transfer
- Training and Development (Need Analysis/ Types/Outsourcing)
- Disengagement - Retention, Resignation/ Termination and Retirement (Exit Interviews)
- Time Office(Daily Attendance/ Swiping Cards/ Attendance Register)
- Hours of Work (Time In/Break/ Movement Register/Period of Rest/ Time Out)

Leave and Holidays (Casual Leave/ Medical Leave/ National and Festival Holidays etc.)

Wage and Salary Administration (Daily/ Monthly/ Hourly/ Time- Rate/ Piece- Rate)

Social Security Benefits (Social Insurance/ Social Assistance)

Employee Service Register, Communication

Employee Appraisal (Ranking/ Free Essay/ 360 degree Appraisal), Balance Score Card, Succession Planning

III Industrial Relations Functions

IR at Shop Floor & Plant Level (Works Committee/ Joint Production Committee/ Joint Management Councils

Grievance Handling - Grievance Settlement Procedure

Works Standing Orders (Employee Discipline/ Domestic Enquiry/Absenteeism/ Alcoholism/ Punishment)

Employers' Association, Trade Unions, Collective Bargaining - The Agreements, Strikes, Lock- Outs and Retrenchment

IV Labour Welfare Measures

Intra Mural and Extra Mural - Statutory and Non Statutory Measures (Housing/ Crèche/ Canteen/ Credit and Consumer Co-operatives)

Safety and Accident Prevention, Industrial Health and Hygiene (Occupational Diseases/Hazards), Industrial Mental Health (Screening and Detection/ Stress/ Fatigue/ Burn Out), Employee Counselling

Workers' Education, Recreation, Other Welfare Measures

V Labour Legislations

Legislations applicable to the Organisation

VI Others

TQM, ISO, Use of OD Techniques, CSR Activities

Family and Child Welfare:

Objectives:

1. To enable the students to understand socio-economic dynamics with special reference to the Family setting
2. To help the students to identify specific issues that require immediate attention and intervention with reference to   ensuring the Child Rights
3. To enable the students to understand Social Work interventions in Family and Child Welfare Setting

Tasks:

Application of Social Work methods in Child Rights setting

Application of Social Work methods with Children in difficult circumstances

Practice Multi-disciplinary approaches in Family and Child Welfare settings

Enhance skills in Rights Based Approach for Child Rights

Duration: 24 Days

Block Placement / Internship: (After IV Semester Examination)

After satisfactory completion of concurrent field work during the two academic years and after the Final University Examination, every student of the MSW (Second year) is placed for Block Field Work for a period of   30 days for a full- time work in an approved agency or project in or outside Tamil Nadu. The Department approves agencies / projects from amongst a large number of them, keeping in mind the availability of learning opportunities for the students. The purpose of Block Field work is to broaden the student's perspectives of development and welfare concerns, offer pre-employment work experiences and enable him/her to assume professional responsibilities after graduation. A student is not eligible for the degree unless he/she has completed Block Field Work to the satisfaction of the Department. At the conclusion of Block Field Practicum, Agency Supervisor sends a Report about the performance of the student to the Department. The student on his /her part also submits a comprehensive report of the Block Field practicum. It carries two credits.

Objectives:

1. Develop enhanced practice skill and integrate learning
2. Develop greater understanding of reality situations through involvement in day to day work
3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme
4. Enhance awareness of self in the role of a Professional Social Worker

Duration: 1 month

Field work Supervision:

Supervision is the basis ofpractice learning. The objective of supervision is to guide a student to acquire social work skills and attitudes required for the profession and to relate field practice to knowledge acquired in the classroom. This objective is achieved by placing the students under the supervision of a teacher in the Department as well as a trained social worker in the agency. The guided supervision through individual and group conferences on specified days and timings helps a student grow as a better professional.

The supervisor's primary task in the beginning is to make the student feel comfortable and apprise him/her briefly of the social work values and skills. At the onset of the supervisor-supervisee relations, the supervisor must make some assessment of the student's ability for social work intervention and his/her individual assets, which create suitable learning opportunities and environment. The Supervisor must strive to:

- Help create a non-intimidating and non-authoritarian ambience of learning which help the student raise his/her queries and participate in the discussion
- Help the student develop the capability to critically examine issues and instances from the field
- Assist the student develops maturity in dealing with difficult situations and circumstances and learn to appreciate and respect multiplicity and diversity of communities and culture
- Help him/her grow as professional social worker, conscious of the requirements of the profession and develop capability to manage situations independently
- Help the student to present and discuss his/her views, feelings and proposed action in a democratic manner and setting
- Provide feedback to the students about their performance
- Encourage debates on the alternative courses of action and help the student to take appropriate decisions
- Enable the student to develop an agenda of self – directed life long learning for personal and professional development for a career in the profession of social work including continuing social Work Education

- Arrange periodic meetings with agency supervisor wherein the proposed course of action by the student is discussed and an affirmative response is obtained from the agency.

- Provide guidelines to the student on his/her records. It should be seen that the records should not reflect merely the diary or chronological recording of the time spent in the field. While commenting upon the gaps in recording, insight on the nature of improvement to be made by the student may be discussed.

Relationship between Department and Field Work Agency:

The Relationship between department and field work agency is one of equal partnership where both department and agency supervisor take the responsibility for students learning and acquisition of Social Work Skills.

Distribution of Responsibility between Department and Agency Supervisors:

A. Department Supervisor:
Department Supervisor concentrates on helping the students to understand the basics including rules and regulations of field work programme. In addition, the supervisor helps the students to:
  a. Grasp the field
  b. Prepare him/her for a accepting the agency's policies and programmes.
  c. Develop insight into the processes of Social work intervention using social work philosophy, principles, methods and skills.
  d. Provide instructions for report writing including maintaining case records, group session records, preparing papers and minutes for group conferences

In order to be effective in performing the above mentioned responsibilities the Department Supervisor provides regular, timely and systematic inputs. This will entail regular submission of students weekly reports, discussing the same with students during scheduled individual conferences, and regular evaluation of students work though monthly evaluation of student's performance.

B. Agency Supervisor:

1. Agency Supervisor should preferably be trained social worker. He/She should;
   a. Provide an overview of the agency, its aims, objectives, policies and programmes and limitations to the students placed under his/her supervision.
   b. Plan out students work programme along with Department Supervisor so as to maximize students learning.
   c. Provide on the spot guidance to facilitate learning of the student.
   d. Provide appropriate intervention in the event of the students facing problem/s viz agency's procedural routines, relationship with other staff members etc.
3. Agency Supervisor provides student/s with adequate and scheduled time (on a weekly basis) to discuss students problem and progress.
4. Agency Supervisor provides the students with a place to sit and keep his/her field work files/records.
5. Agency Supervisor insists on submission of weekly fieldwork reports by students. They should be advised to go through them and give their comments.
6. The agency Supervisor should ensure that log sheets reflect the actual work and fieldwork hours being put in by the student. Only log sheets which have been duly filled in by the students should be signed by the agency supervisor on regular basis.

7. Agency Supervisor should keep a check on the students' regularity and punctuality. Some system of ensuring this (attendance register) could be worked out by the agency supervisor and should feel free to contact the Department Supervisor.

Nature of Relationships between the Field Work Department and the Agency:

a. Department should maintain regular contact with all the agencies. Mechanisms to do so could include

    i. Regular visits by Department Supervisors to agencies.

    ii. Agency Supervisor will be invited as resource person for the Supportive Field Instruction Programme of the Department.

    iii. At least one 'Agency Supervisor Meet' is organised at the Department annually. This can comprise of a general meeting followed by working groups based on different areas of field work practice. It is mandatory for all Department Supervisors to attend the meet. It is a formal meeting with well-defined agenda proposed by the Head of the Department.

    iv. Agency should be provided with contact numbers of Department Supervisors and the Field Work Office to facilitate interaction.

2. There should be a clear policy for selection of appropriate agencies. In case an agency is discontinued (either temporarily or permanently) for the concurrent field work the agency will be intimated about the same by the Social Work Department.

Frequency and minimum contact with the Agency:

    i. Department Supervisors should make a minimum of one visit per month to the agencies where their students are placed.

    ii. The first visit by the Supervisor should be devoted to helping the agency supervisor get an understanding of the Field Work programme and policies. Department supervisor, in turn, should learn about agency's objectives, programmes and procedural routines. Department and Agency Supervisor should also discuss the broad scope for students learning within the agency's structure and policy frame work.

    iii. The subsequent visit should focus on the development of a term plan for the student, keeping in mind the agency's requirements and students learning needs.

    iv. The last visit of the first and third terms should aim at assessing students' progress and discussion on the thrust of learning for the next term.

    v. The first visit in the second and the fourth term should focus on discussing the plan of the work for the team. Care should be taken to ensure that the student derives a comprehensive exposure to all aspects by the agency.

    vi. The last visit of the each Semester should be focussed on the evaluation of the students work during the course of the semester. Additionally, the Department Supervisors can also take note of any special requirements of the agency regarding future placement.

A Proforma will be sent to the agency Supervisor at the end of each semester to help them to evaluate the student's work. The broad categories in the Proforma are:

    1. Nature of work assigned to the students in both the terms (separately)

    2. Expectations of the agency from the student in both the terms

    3. Activities / programmes taken up by the student during the course of the year

    4. Social Work techniques / methods / skills applied by the student while working

in the field e.g. interactional skills, reporting skills, service delivery skills and evaluatory skills and emotional skills in working with client systems

5. Brief comments on student self-discipline (regularity, punctuality)
6. General comments on students' strengths and areas to be strengthened
7. Note on Agency's expectation from the Department whether they were met/not met and any suggestions for future placements.

Agencies are also suggested to organise a sharing session between agency staff, student and Department Supervisor at the end of each Semester. In this session students could make a presentation of work done and nature of learning he/she has had. This could be followed by comments of agency staff (including agency supervisor) about students work performance and scope for improvement in future. Department Supervisor could be a non-participant observer or may intervene if requested to. This would give a chance to the students to know the general reaction of agency's staff towards his/her work, his/her general behaviour and scope for improvement.

Evaluation:

The process of evaluation is an important aspect of training. It helps the students in developing awareness necessary for the development of a professional social worker. It is continuous in nature and is an ongoing teaching-learning process. It is a shared process throughout the placement involving the analysis of the students' performance and progress with a view to help students enhance their learning and competence as social worker.

Evaluation is not only limited to the written and formal monthly, mid-term and final evaluation, but also is implicit in every weekly individual conference. Therefore, the Department supervisor must explain the evaluation process to the student in the beginning of the academic session. *Evaluation mark allocation: Field Work: External 60:   Internal 40. Field Work: External 60 marks (20 – viva; 40 marks for Agency Supervisor)*

Process of Evaluation:

The process of evaluation is continuous in nature. At the end of every week the department supervisor writes the comments indicating the work done by the student vis-a-vis the learning requirements. It is shared with the students in the individual conference and is signed by both i.e. the supervisor as well as the supervisee.

Before appearing before the viva voce evaluation the student is asked to prepare a summary of the work done by him/her throughout the Semester.

Field work carries 100 marks in each Semester. The work of student is subjected to evaluation by both internal as well as external examiners. This is treated as final marks secured by the student. It must be noted that revaluation of field work programme is not permitted in University of Lucknow under any condition. Those students who fail in field work have to repeat the entire semester Field Work. However, if a student has passed theory papers, but has failed to get minimum marks in field work, he/ she is required to repeat only field work. But he/she has to enroll as a regular student. Minimum pass marks in field work is 50%

Field Work Evaluation

(For Agency Supervisors and Department Supervisors - Total Marks - 40)

S.No.	NORMS	MARKS
1.	Attendance (Including Regularity and Punctuality)	5
2.	Regularity in submission of Report / individual conference	5
3.	Relationship with agency	5
4.	Application of theory and social work methods in field work	15
5.	Content of the record	10
	TOTAL	**40**

Weightage for Field Work Norms:

1. Attendance:

Less	than	75 %	-	0.0
75%	-	79%	-	2.0
80%	-	84%	-	3.5
85%	-	89%	-	4.0
90%	-	94%	-	4.5
95%	-	100%	-	5.0

However, students are encouraged to put in 100% attendance

2. Regularity in submission of report/ Conference:

Beyond 10 days	-	0
7 days to 10 days	-	1
5 days to 7 days	-	2
3 days to 5 days	-	3
1 day to 3 days	-	4
Exact date	-	5

No late submission of reports shall be entertained.

3. Relationship with Agency:

Very good   -   4-5

Good   -   2-3

Satisfactory   -   0-1

4. Application of theory and methods of social work:

Very good   -   11-15

Good   -   6-10

Satisfactory   -   0-5

5. Content of the Record:

Very good   -   8-10

Good   -   6-8

Satisfactory   -   0-5

Viva Voce Examination:

The Viva Voce Examination in Field work will be conducted by an Examiner would be a Field based Senior Professional Social Worker at the end of each semester. Norms for Viva Voce examination will be prepared by the external examiner.

For Instance

Proper maintenance of Field Work Records   - 5

Communication Skills   - 5

Knowledge and Skills regarding Application of theory into Practice   - 10

                                    TOTAL   -   **20**

Administrative Policies and Procedures:

Field Work Schedule - Time Schedule:

The student should follow the agency timings and they should be involved in 14 hrs of field work per week. During the concurrent fieldwork, a student is required to spend atleast 14 hours per week in an agency/community setting throughout the period of study at the department. These 14 hours are spent by working for two full days in a week. It is to be noted that the time spent by the students in writing of field work report and carrying out the specified field tasks are also included. However, the time spent in travelling between student's home/department and the field work agencies is not counted towards field work hours.

Attendance:

1. The Department expects students to be regular and punctual in field work and takes a serious note of unauthorised absence from the field work. It is to be noted that dishonest practices will adversely affect student's field work evaluation. Unauthorised absence from field work cannot be compensated. Only in special cases, there is a provision of authorised leave of absence from field work on grounds of sickness or important personal reasons. Leave from fieldwork should generally be applied in advance. All leave applications should be addressed to the department supervisors. In case a student is unable to attend field work due to illness she/he must arrange to send a message as soon as possible to the agency as well as the department. The authorised day of absence shall be compensated to ensure 100% attendance.
2. Record of student's attendance in field work in maintained.
3. A student is not required to attend fieldwork on Agency holidays. However on days when agency observes holiday, it will be utilized as per the instructions of the Department Supervisor.
4. Attendance in supportive fieldwork programme, rural camp, individual and group conferences is compulsory.
5. Compensation of fieldwork hours is permissible only on the ground of prolonged / disabling illness. The fieldwork hours lost in each Semester may be compensated with the permission of the department.

Field Work Reports:

- A Student is expected to keep a daily record of his / her field work. Students may maintain Field Work Records in electronic form and may send the reports through e- mail also. This record/report along with a log-sheet on the prescribed form should be handed over to the department supervisor. The date and time for the submission Records is decided by the Department.
- The copies of the fieldwork reports (e- file) must be submitted to the agency. This will give an opportunity to the agency supervisor to know the nature of work done by the student in the agency.
- The log-sheets are to be filled in by the student every week indicating (i) the dates and days on which field work was done: (ii) the time spent in the field work agency on each field work day: (iii) the work done (in brief) on each day: (iv) the date and time of the individual conferences attended at the department: and (v) the total time spent on field work in each week. The log-sheets are to be signed by the student and the Agency Supervisor / In-charge before submitting them to the Department Supervisor, who will in turn countersign them.
- Record of irregularities in attendance at the agency, late or non-submission of reports and log-sheets and absence from individual conferences are maintained by the Department Supervisor.
- The fieldwork reports (E-files) should be submitted once in a week on the day and time specified by the Department. In case of inability of the student to submit the reports on time for valid reasons, it is necessary to obtain permission of the supervisor to submit the reports late by stating the reasons. The supervisor is authorized to accept the reports, if submitted late, for a week. If the student attends field work, but does not submit reports on time and / or does not attend individual conferences as required, the field work for this period will be treated as unsupervised field work.

- As part of a student's field work assignment, he/she may have to correspond with client or members of their families and other social welfare agencies. All such correspondences should be sent with the knowledge and approval of the Department and/or agency supervisor. A student is advised not to enter into any private correspondence with individuals who she/he is trying to help in a professional capacity and to meet at his/her residence or at the Department during the training period or afterwards.
- Any special Correspondence with organizations other than the field work agency in any aspect of field work will be done by the Department on the basis of an application addressed to the Head of the Department, which should be signed by the supervisor, along with his/her recommendations.

*__Note:__ *For the specializations of Medical and Psychiatric Social Work and Family and Child Welfare, the placement in the field work agencies (i.e. the type of setting) is interchangeable between the III and the IV semesters.*